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GETTYSBURG



The
Gettysburg
Bulletin

Catalogue
Issue
1977/78



GETTYSBURG



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Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

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GETTYSBURG

**Gettysburg
College—
The
Community**





Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural, consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1850 students. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

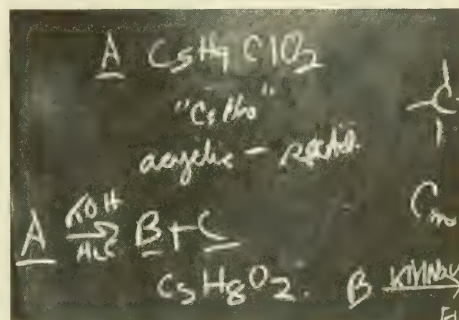
The goal of the educational program at Gettysburg is to develop your capacity to exercise mature, rational judgments, after carefully gathering and analyzing information. The curriculum of the College is designed to give you the skills to make such judgments while allowing you the responsibility for your education within the liberal arts framework.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career counseling program; preparation and certification for teaching; advisory services for pre-law and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.



A



B



C

A/ An admissions counselor greets prospective students at the annual Spring "Get Acquainted Day." B/ The blackboard remains a good teaching aid. C/ It is only a short walk from living units to classrooms.

Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 14:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 21 academic areas: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The Gettysburg curriculum assists you in selecting a major field of study by introducing you to a variety of disciplines through distribution requirements. While ample opportunity is provided for electives in fields of your choice, distribution requirements insure your acquaintance with several broad areas of study.

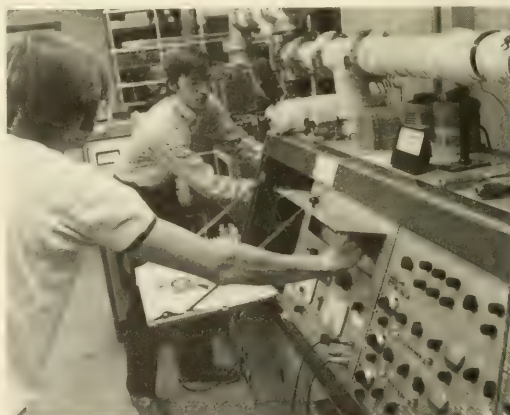
The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide you with an exciting, intensive academic experience in an area in which you have special interest. Independent study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for non-academic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you in every way.



A

A/ Small class seminars are conducive to student-faculty exchange. B/ Included in the sophisticated equipment found in the natural science departments is a mass spectrometer used by chemistry majors. C/ Faculty members keep regular office hours for advising students.



B



C



A



B



C

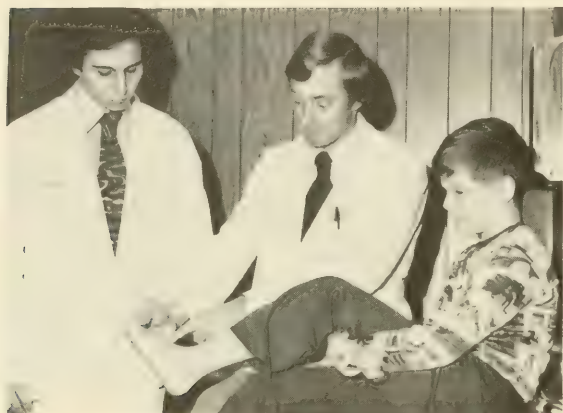


D

A/ Live models are sketched by art students. B/ Video equipment is used as an aid in the education department. C/ Physics majors take advantage of the January Term for a special experiment. D/ The warm spring days bring classes outdoors. E/ Intent students listen to a discussion in philosophy.



E



A



B



C



D

The January Term allows for internships for students in various professions including: A/ medical training; B/ journalism; C/ courtroom procedures; D/ business administration.

Through membership in the four-college Central Pennsylvania Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg, a semester at a University in Colombia, South America, or a summer and semester in India. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University, the United Nations Semester at Drew University, and the Merrill-Palmer Institute program in human development and family life at the Institute in Detroit. Many students each year study in foreign countries under our Junior Year Abroad program.

Gettysburg has cooperative programs in engineering with the Pennsylvania State University and with Rensselaer Polytechnic Institute. There is a cooperative forestry program with Duke University. Under all of these programs a student begins his or her career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.



A



B



C

A/ Career specialists are often invited classroom and seminar guests for open discussions including this one on "New Horizons for Women." B/ Open to both men and women is the Army ROTC Department. C/ Spring Honors Day brings students recognition for academic and leadership accomplishments.



A



B

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

Excellence in teaching is the faculty's central concern. Gettysburg recently received a \$200,000 grant from a major foundation in recognition of the College's commitment to quality undergraduate teaching and to help the faculty improve even further its teaching skills.

Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.



C

Faculty can be serious, comical, and social as shown in these pictures: A/ Concentrating in a class discussion; B/ Providing laughs at a student-faculty variety show; C/ Having a coffee break with students in the "Bullet Hole."

A recently televised motion picture, "Journey From Darkness," concerns a Gettysburg student who was the first blind person admitted to medical school in this century. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. More than two-thirds hold the doctoral degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.



A



B



C



D

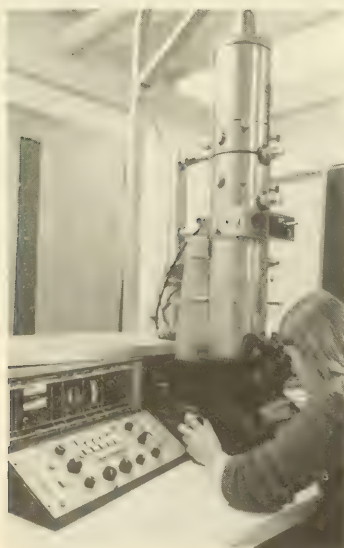
A/ Professor and student in an afterclass discussion. B/ U.N. Ambassador Andrew Young was among the speakers invited to campus. C/ An informal discussion in a residence cottage. D/ An academic dean aids student during course registration day.



A



B



C



D

A/ A 16-inch Cassegrain telescope with cameras is among the equipment available for physics majors. B/ Hauser Fieldhouse provides space for indoor varsity sports and student recreation. C/ An electron microscope is used by advanced biology majors. D/ A modern computer center is available for student use in various disciplines.

Gettysburg's 200-acre campus and 43 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is Schmucker Memorial Library. Total library collections include approximately 224,000 volumes, 28,000 microforms, 10,000 government publications, 5,700 records, and subscriptions to 1,100 journals.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center is about to install a sophisticated Burroughs 6700 computer which will permit use in every major computer language to serve your educational needs. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have a powerful RCA EMU4 electron microscope so that students in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 13 fraternity houses, and 4 cottages provide you with variety in your housing choices. Eighty percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a recently constructed field-house, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 12 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.



A



B



C

At A A greenhouse allows biology students to experiment with rare and exotic plants. *At B* The "Bullet Hole," located in the College Union, offers an opportunity for a socializing break from studies. *At C* In constant use by students and faculty is the library, which contains over 224,000 volumes.



A



B



C

A/ Many students participate in on- and off-campus community projects including tree planting. B/ Fraternities and sororities compete in friendly competition including a tug-of-war match. C/ Freshmen Overnights are a means of getting new students acquainted with campus life and with each other.

A full and diverse program of cultural, extra-curricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Residential Life Commission is particularly important. Students play a vital role in the work of this Commission, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

A full calendar of cultural activities serves the campus. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Modern Dance Group.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 13 fraternities and six sororities, all but one of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are honorary fraternities or clubs for students in 13 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.



A



B



D



C

A/ The College Choir has brought recognition to Gettysburg College throughout the United States and abroad. Other tour groups include the Chapel Choir and Symphonic Band. B/ A quiet stroll is a good break from academic pursuits. C/ Special interest housing is a popular on-campus resident program. D/ The student musicals are a highlight of the spring activities.



A



B

A/ An artist-in-residence often works with the Modern Dance Group, which performs during the school year. B/ Informal dance in the College Union. C/ Over 1,000 high school musicians participate in Band Day.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, and a daily announcement sheet called "Potpourri." The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg communications media include *The Spectrum*, the College yearbook; *The Mercury*, a selection of student poems, short stories, and illustrations; and *The Gettysburg Review*, which publishes student academic work of outstanding merit.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or on one of 18 varsity teams. The inter-collegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, rifle, baseball, golf, and track and field. The teams in cross country, rifle, baseball, golf, and track and field are open to both men and women. In addition, there are separate women's teams in field hockey, volleyball, basketball, swimming, lacrosse, and tennis.

The College is a member of the College Division of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.



C

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The career counseling office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, graduate school catalogues, and information about fellowships for graduate studies. Employment interviews with companies are offered on campus; more important, however, our career counseling office gives training in how to find out about and apply for jobs wherever you may wish to work.

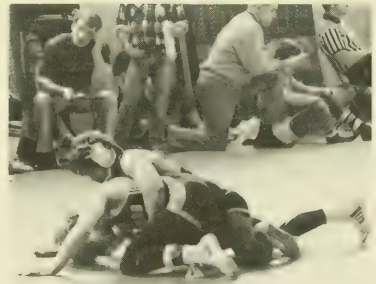
Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.



A



B



C

All Field Hockey is one of six intercollegiate sports for women. B/ Kirby Scott set five Bullet football records in 1976. C/ Gettysburg College athletes have obtained All-American status in wrestling, one of seven varsity sports for men. Five other intercollegiate sports are open to both men and women. D/ Many students participate in the College's intramural program.



D

Admission to Gettysburg is on the basis of high academic attainment, evidence of ability to do good college work as indicated by aptitude tests, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by April 1. If you apply under the Early Decision Plan, you submit your application before November 15 of your senior year, and you will be notified of acceptance in early December.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$5070 for the 1977-78 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue can not give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

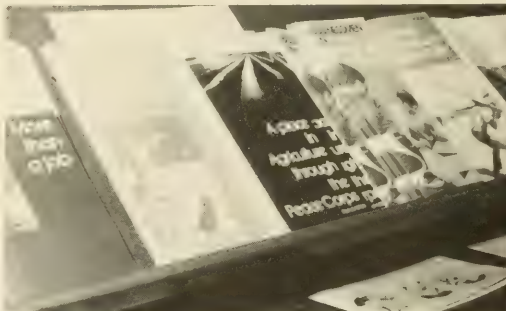
If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.



A



B



C

AI Graduation day, a time for smiles. BI A day perhaps not for smiling but certainly a day for personal satisfaction is when students give blood for the APO Red Cross program. CI For those looking beyond college, the Career Counseling Office provides up-to-date periodicals on employment opportunities.



A



B



C

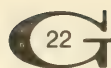


D



E

A/ Bringing national politics to campus was former Sen. Eugene J. McCarthy. B/ Throughout the day music flows from Brua Hall where musical groups practice for concerts and individual students for recitals. C/ Artistry in ice adds to the picturesque campus. D/ Two weeks before school opens student counselors arrive to prepare for the orientation of new students. E/ The annual skateboard contest attracts the daring students.



A TWO-MINUTE LOOK AT GETTYSBURG

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington, D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the capital of Pennsylvania.

Enrollment: The College seeks to limit its enrollment to 1850 students—approximately 55% are men and 45% are women.

Campus: 200 acres with 43 buildings.

Library: Total collections of 224,000 volumes, 28,000 microforms, 10,000 government publications, 5,700 records, and subscriptions to 1,100 journals.

Faculty: 137 full time with over two-thirds having an earned doctorate or the highest earned degree in their field. Faculty are involved in many scholarly and professional activities, but high quality of teaching is the prime goal of the faculty.

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors.

Special Programs: Junior Year Abroad, Washington Semester in government, Washington Economic Policy Semester, United Nations Semester, Merrill-Palmer Institute program in human development and family life, Harrisburg Urban Semester, India Program, Colombia (South America) program, cooperative programs in engineering or forestry, certification in elementary and secondary education, and complete exchange of courses with the other three colleges of the Central Pennsylvania Consortium.

National Honor Societies: Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 13 academic areas.

Social Life: 13 men's social fraternities and six women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities: Student-run FM radio station; student newspaper; full range of musical groups including two choirs, two bands, and orchestra; dramatics; modern dance group; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally-known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 12 intercollegiate sports for men, 11 intercollegiate sports for women, 16 intramural sports for men, and 12 intramural sports for women.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and four cottages. All residence halls except two erected since 1950. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel. The Chapel Council, composed primarily of students, has major responsibility for planning chapel programs which range from traditional religious services to seminars on love, sex, and marriage, to social action programs in the community.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

GETTYSBURG

Academic Policies and Programs



The Academic Policies and Programs of the College have a primary goal: to assist the student to obtain an excellent liberal arts education. The liberally educated student will be capable of exercising mature, rational judgments based upon information carefully gathered and analyzed. Such a student will be motivated to continue independently the quest for knowledge after completion of formal studies. The liberal education should foster and reinforce in students a high sense of intellectual, social, and ethical values.

THE HONOR CODE

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time, the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted for grading, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student is admitted to Gettysburg College without first having signed the pledge. A person who does not sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

CURRICULUM

Competence in individual disciplines and the scope and strength of critical judgment which a liberal education implies are the product of the student's willingness to make use of the opportunities offered by a liberal arts curriculum. To aid the student in selecting a major, Gettysburg College established "Distribution Requirements" to assure the student an introduction to the variety of opportunities offered by a liberal arts education.

In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow both completion of graduation requirements and substantial opportunity to choose electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin their specialization in the freshman year and follow a closely prescribed sequence of courses. Premedical, predoctoral, or preveterinary students must begin fulfilling pre-professional requirements in the freshman year.

January Term

Beginning in the 1969-70 academic year, Gettysburg College arranged its academic program in a 4-1-4 calendar of three terms: the fall term from September to the Christmas holiday, the January Term of four weeks, and the spring term from February through May. The student takes four courses in each of the fall and spring terms and only one course in January. The January Term, while complementing the other terms, offers its own unique opportunities for experimentation by students and faculty. In January the faculty is encouraged to undertake variety and innovation in teaching methods, and the students are offered not merely a change of pace but a chance to concentrate on a single intensive academic experience.

The January Term is designed to provide the student with opportunities to take greater responsibility for his or her learning, and to aid in this goal several options are available. In addition to approximately one hundred courses taught on campus each January, there are Gettysburg courses taught abroad, student exchanges with other 4-1-4 colleges, opportunities for individualized study, and off-campus internships. Individualized study opportunities which have been incorporated into departmental offerings in the form of internships are conducted by the Departments of Biology, Economics and Business Administration, Education, Political Science, Psychology, and Sociology. Some recent internships have included biology students working with local veterinarians, political science majors interning in Washington, D.C., and psychology students engaging in research at a sleep disorders clinic and at a juvenile corrections center.

Among the courses offered by Gettysburg College in January of 1977 were the following:

- Modern Dance
- Tropical Marine Biology (including two weeks of study in Bermuda)
- Military History of the American Revolution
- Geographical Limits to Man's Use of the Environment
- The Roaring Twenties Through the Glass of Fiction
- On Understanding Chemistry
- Education Internship: The British Primary School (in England)
- Symmetry and Its Application to the Arts and Sciences
- Black Autobiography
- Calculus and the Computer
- Jazz Up To Now
- Seminar in Philosophy of Religion
- The Communist Party in France and Italy
- Moliere in English Translation
- Sociology of Aging
- Chamber Music: History and Performance

A January Term Catalogue is issued every October; a copy of the most recent issue can be obtained from the January Term Director.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he or she arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining college regulations.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College

with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, or during the sophomore year, when a student chooses a major field of study, a member of the major department becomes his or her adviser and assists in the preparation of the sophomore schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules.

It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses. The College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Office of Career Counseling maintains a well equipped Vocational Library and a wide selection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus.

A student wishing to change the major course of study must secure the approval of the department in which he or she is a major and the one in which he or she desires to major. Juniors and seniors making such changes should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Committee on Academic Standing.

COURSE UNITS

Academic programs are divided into course units. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These course units should be equated to one semester hour.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including four January Term courses, plus 4 quarter courses in Health and Physical Education;
- 2) a minimum accumulative average of 2.0 and an average of 2.0 or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

The requirements for the degree of Bachelor of Science in Music Education are found on page 34.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 30). The departmental listings under Courses of Study (beginning on page 45) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the same purpose. Note that some Interdepartmental Studies courses fulfill requirements in history/philosophy/religion or in literature.

- 1) Demonstration of proficiency in written English. Such proficiency is demonstrated by passing English 101 or a writing examination administered to all entering students.
- 2) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the designated intermediate level course or courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one 300-level course.
- 3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.
- 4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.
- 5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish Literature.
- 6) Art, music, creative writing, or theatre arts: 1 course.
- 7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.
- 8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art	German	Philosophy
Biology	Greek	Physics
Business	Health and	Political Science
Administration	Physical Education	Psychology
Chemistry	History	Religion
Economics	Latin	Sociology and
English	Mathematics	Anthropology
French	Music	Spanish

A department may require its majors to pass a comprehensive examination.

A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.

In addition to the major fields of study listed above, students may design a Special Major program which allows a student, with the consent of two faculty members and with the approval of the Committee on Interdepartmental Studies, to design an interdepartmental concentration of courses that focus on particular problems or areas of investigation, which, though not adequately included within a single department or discipline, are worthy of concentrated study.

A Special Major is defined as a program of concentration in a field of study consisting of related courses in more than one department or in more than one major field of study. It shall consist of a minimum of eight courses, a substantial number of which should be on an advanced level.

Students interested in obtaining information about the Special Major and the procedures for declaring a Special Major are urged to consult with the Chairman of the Interdepartmental Studies Committee before the end of the sophomore year.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program.

Students proposing to complete graduation requirements at a time other than in May (in the summer, in December, or in January) must have their programs approved by the Committee on Academic Standing, through the office of the Dean of Students. Such approval should be sought at least a year before proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Committee on Academic Standing. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Students with the exceptions indicated in the following paragraphs.

The required quarter courses in health and physical education and the optional quarter courses in ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education activities in addition to the normal four course load during three terms of the junior and senior years.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

REGISTRATION

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

THE GRADING SYSTEM

Normally, courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing).

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale: A, 4; B, 3; C, 2; D, 1; and F, 0. A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record, but they are disregarded in the quality point average except in certain computations for honors.

The College also offers a Satisfactory/Unsatisfactory grading option. An S signifies satisfactory work and is given if a student performs at C level or higher. A U signifies unsatisfactory work and is given for D or F level work. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. The only exception to this two course limit is for seniors who are enrolled in either Education 475 or 477.

These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count towards graduation.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (incomplete) is issued by the Dean of the College or Dean of Students when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Committee on Academic Standing extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A student withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

ACADEMIC STANDING

The Committee on Academic Standing normally reviews student records at the end of each term. A student whose record is found to be unsatisfactory or who is failing to make satisfactory progress towards graduation, may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

TRANSCRIPTS

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

WITHDRAWAL AND READMISSION

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College, for whatever reason, must petition the Committee on Academic Standing through the Office of the Dean of Students for readmission. The Committee on Academic Standing will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

TRANSFER CREDIT

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 35. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs).

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 127), or Achievement Test of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible (see also Freshman Seminar program below). In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

SENIOR SCHOLARS' SEMINAR

In 1974, the College introduced a special seminar for outstanding senior students. The seminar, IS 401, will comprise one-half of the normal course load of a senior's fall term. The purpose of the seminar is to provide an opportunity for students of proven scholastic ability to participate in an interdisciplinary, problem-solving seminar concerning an issue which affects the future of man. Man is faced with crucial problems which threaten his existence and values. Among these problems are war and the nature of man, man's ability to alter his genetic make-up, the control of environmental degradation, and the development of undeveloped countries. Frequently, attempted solutions to these problems are based solely on technology, whereas a consideration of cultural, historical, and psychological aspects of the problem in addition to technology would provide a more satisfactory solution.

The seminar will use resource persons from on and off the campus. A work area will be available for the participants, and they will be expected to prepare a comprehensive report of their findings and recommendations. This report will be published and distributed to interested persons.

Students who wish to be considered for this seminar must secure recommendations from their major departments and submit them to the Committee on Interdepartmental Studies in the fall term of their junior year. The Committee and the course director(s) will select up to twenty participants from as many different academic disciplines as possible.

Students selected for the seminar will be required to register for non-credit, informal planning sessions with the course director(s) during the spring term of their junior year. The purpose of these sessions is further to define the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar in the fall term of their senior year will receive two course credits upon satisfactory completion of their work.

FRESHMAN SEMINARS

Offered each year during the fall and spring terms, the Freshman Seminar Program is designed to take advantage of the freshman student's enthusiasm in order to develop a capacity for independent analysis and synthesis in learning. The seminars are small in size (6-15 students) to stimulate lively participation and discussion between students and professors. Freshman students receive descriptions of seminars before fall registration. Examples of seminar topics given in previous years include: The Future of Society and Man; Adolescence and Identity: A Study in Literature; The Last Great Cause: The Spanish Civil War; and History of Modern Western Thought. The excitement and satisfaction discovered by the student in these seminars should persist into subsequent years, and these early experiences may help the student prepare for more advanced seminars.

TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics and physics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. In comprehensive social studies, and mathematics and physics, early planning of the program is especially necessary.

The student preparing to teach in the secondary schools is required to take Education 101 and Education 309 or J 9, (Social Foundations of Education) in the junior year. For the senior year the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary, two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee of Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, Maryland, New York, New Jersey, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Students desiring experience in secondary teaching in an urban situation may plan to take their Education Term in The Harrisburg Urban Semester (THUS). In selecting this alternative the student will reside in Harrisburg for the entire term. Please consult with the Chairman of the Education Department for further details.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in art, biology, chemistry, physics, English, French, German, Latin, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, preferably in the freshman year
- 2) Education 101, Mathematics J18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)
Education 334 Corrective Reading
Education 309 Social Foundations of Education

Student teaching (Education 475) consists of nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he or she completes two courses on campus, Education 309 and 334.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.

The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the Fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education. Such a reciprocity agreement currently operates among the New England states, New York, New Jersey, Pennsylvania, Maryland, Delaware, and numerous other states.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
3. 12 courses in Music, as follows:

Music Theory

- Music 141 (Theory I)
- Music 142 (Theory II)
- Music 241 (Theory III)
- Music 242 (Theory IV)
- Music 341 (Theory V)
- Music 342 (Theory VI)

Music History and Literature

- Music 312 (History of Medieval, Renaissance, and Baroque Music)
- Music 313 (Music in Classic and Romantic Periods)
- Music 314 (Music in the Twentieth Century)

Conducting

- Music 205 (Choral Conducting)
- Music 206 (Instrumental Conducting)

Applied Music

- Music 456 (Senior Recital)

4. 5 courses in Music Education, as follows:
 - Music J22 (Principles and Procedures of Teaching Music in Elementary School)
 - Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
 - Music 474 (Student Teaching) (3 course units)
5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum
6. Electives and Certification Requirements:
 - Education 309 or J9 (Social Foundations of Education)
 - Education 101 (Educational Psychology)
 - Plus a minimum of 3 other electives

7. 3 to 5¼ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:

Major instrument—8 quarter courses

Piano—Approximately 4 quarter courses

Voice—2 quarter courses

Instrumental Techniques—7 quarter courses

8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.
9. The requirements for the Bachelor of Arts degree, listed on page 27.

The student in the Bachelor of Science program should consult with the Music Department as early as possible in order to arrange a four year program. In his or her freshman year he or she should schedule Music 141, 142; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, or religion; and a literature course. In the sophomore year the student should schedule Music 241, 242, and 312; two terms of a laboratory science; at least one course to fill a remaining distribution requirement if that has not been done earlier. In his or her junior year a student should schedule Music 341, 342, 205, 206, 313, 314; Education 309 (or J9); and complete any remaining distribution requirements. In the senior year the student should schedule Education 101 (if not taken earlier); J22 (Principles and Procedures of Teaching Music in Elementary School); Music 321. The Education Term (Music 474) and Senior Recital (Music 456) must be scheduled during the spring term. In each fall and spring term the student should schedule applied music.

Employment Prospects in Teaching Of the 1976 graduates in elementary education, forty percent secured teaching positions. In music education seventy percent were teaching in the next school year. In the secondary field, forty-five percent secured teaching positions.

Graduates of liberal arts colleges certified to teach voluntarily choose many avenues of endeavor after graduation; some go to graduate school, others enter business. In a tight job market many graduates certified to teach begin initially as substitute teachers. The average salary for 1976 graduates reporting this information to the College was \$9215.00.

OFF-CAMPUS STUDY

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, Gettysburg, and Wilson Colleges. The Consortium provides opportunities for exchanges by students and faculty for individual courses, or for one or more terms. Off-campus opportunities also are provided through the Harrisburg Urban Semester, the Colombia Program, and the India Program. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Both credits and grades earned at a "host" college will be transferred to Gettysburg. Students may take a single course or enroll at the "host" college for a semester, or a full year. Interested students should consult the Registrar.

The Harrisburg Urban Semester The Harrisburg Urban Semester (THUS) is a comprehensive one-term investigation of urban studies. Students enrolled in THUS earn a full term's academic credit while living in Harrisburg, Pennsylvania, and participating in a variety of academic, socio-cultural, and internship experiences. The course and internship structure is intended for students from all departmental backgrounds.

Each internship is specially planned to accommodate the educational, vocational, and personal goals of the individual participant. Internships are available in federal, state, county, municipal, private, and religious organizations. They range from environmental protection, prison and probation, drug rehabilitation, day care, the Pennsylvania state legislature, mental health, city planning, student teaching (for Pennsylvania certification), legal services, and community organization, through an almost endless list of urban related areas. Fees for THUS are the same as Gettysburg's Comprehensive Fee. Students already receiving any form of financial aid are eligible to have such financial assistance applied to the cost of the program. Interested students should consult Dr. Charles F. Emmons, Assistant Professor of Sociology and Anthropology, for further information.

India Program The India Program is a summer and fall program at the University of Mysore in India. Students attending this course may earn Gettysburg in-residence academic credit for a full term, concentrating on Indian language, history, culture, and sociology. Independent study and course work with professors at the University of Mysore may also be arranged. Students will be in India from mid-July to mid-December, studying at the University of Mysore and taking field trips throughout India. Credit earned will fall within the Gettysburg College 35 course requirement; every effort will be made to keep total fees, including travel, comparable to Gettysburg's own charges. The on-campus coordinator is Dr. Harold A. Dunkelberger, Professor of Religion.

Colombia Semester Program This is a semester or a year of study at the Universidad Bolivariana, E.A.F.I.T. (Escuela de Administración de Finanzas), San Buenaventura and Universidad de Medellín in Medellín, Colombia. Students with a working knowledge of Spanish and a satisfactory grade point average at Gettysburg are eligible to apply. The courses, which are taught in Spanish, will be approved for full semester credit at Gettysburg upon evidence of satisfactory completion. Credit so earned will fall within the Gettysburg College 35 course requirement; every effort will be made to keep total fees, including international travel, and room and board with a Colombian family, comparable to Gettysburg's own charges. Further information can be obtained from Dr. John Miller, Chairman of the Romance Languages Department.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, executive officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. In addition to the regular Washington Semester program, related programs include the Foreign Policy Semester, the International Development Semester and the Washington Urban Semester. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The course is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economy policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an Internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The course will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 254. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairman of the Department of Economics and Business Administration.

The United Nations Semester Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Juniors and seniors who have taken an introductory course in political science are eligible for nomination. Further information may be obtained from the Department of Political Science.

The Merrill-Palmer Institute The Merrill-Palmer Institute in Detroit, Michigan sponsors a junior year program in human development and family life. It offers flexible, intense, and specialized programs for students interested in anthropology, psychology, sociology, child development and education, urban and community studies, and other fields related to human services. Admission is based on the student's maturity and readiness to make use of the style and varieties of learning opportunity provided. Interested students should consult the Dean of the College, or chairman of the Psychology Department for further information.

Junior Year Abroad Qualified students may apply for permission to spend either their entire junior year or one term of their junior year abroad. The Office of the Dean of the College maintains a file of information on programs of study in Europe, Latin America, or elsewhere. During the first term of the sophomore year, students who plan to study abroad should discuss with their advisers how a junior year abroad would relate to their academic program. The Academic Standing Committee gives final approval on all requests to study abroad; a student must normally have a 2.5 overall grade point average, 3.0 in the major, and no record of disciplinary probation. Junior year abroad programs are not limited to language majors; often they include majors in history, art, or the social sciences.

PROFESSIONAL STUDIES

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a brochure, available through the Admissions and Counseling Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should consult as early as possible with a member of the committee; a list of the members is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or

veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests are taken. While most students who seek recommendation for admission to professional school major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and should always plan their programs carefully in consultation with the major adviser or with the chairman or another member of the Premedical Committee.

All recommendations for admission to medical or dental or veterinary schools are made by the Premedical Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following examinations: MCAT (medical), DAT (dental), VAT (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with an Assistant Dean of the College acting as chairman. Because of the competition for admission to medical school, the Premedical Committee recommends that a student maintain a high grade point average (near 3.5) overall and in medical school required courses. Generally, students with competitive GPA's and MCAT's gain an interview at one or more medical schools.

With interested members of each entering class, the Premedical Committee chairman and members of the Premedical Committee discuss the requirements for admission to medical, dental, and veterinary schools and also alternatives to these careers. During the students' four years at Gettysburg, periodic meetings are held explaining the procedures which must be followed when seeking admission to the professional schools.

In the office of the Dean of the College a student may consult catalogues for various professional schools, as well as a collection of materials on allied health professions. Reference materials are available explaining programs in optometry, pharmacy, podiatry, physical therapy, public health, and health care administration. Also available are the medical and dental school admission requirements, and information on graduate programs in biology and health sciences.

Certified Public Accounting Preparation Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. A student interested in a public accounting career should see page 60 and contact Dr. William F. Railing, Chairman of the Department of Economics and Business Administration, as early as possible in his or her college career.

COOPERATIVE PROGRAMS

Engineering This program is offered jointly with Pennsylvania State University and with Rensselaer Polytechnic Institute. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program at Pennsylvania State, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science from Pennsylvania State in one of fifteen engineering disciplines. A student attending RPI under this program has the option of a 3-2, a 3-3, or a 4-2 program. These programs culminate with a Bachelor of Arts degree from Gettysburg and a Master of Science in engineering or a Master of Engineering degree from RPI. RPI offers degrees in twelve engineering fields.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Pennsylvania State or RPI during the fall term of the student's junior year. A student who receives a recommendation from the Physics Department is guaranteed admission into the engineering program at one or both of these universities.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 203, J33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101, Speech 101, and Economics 101-102. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer.

Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry This program is offered in cooperation with the School of Forestry and Environmental Studies of Duke University. The student spends three years in residence at Gettysburg and an additional two or two and one-half years at Duke. Upon successful completion of one year at Duke, the student will have earned the Bachelor of Arts degree from Gettysburg College, and upon successfully completing the remaining terms, the Master of Forestry (2½ years), Master of Science (2 years) or Master of Environmental Management (2 years) degree from Duke University.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Students a petition for off-campus study during the senior year. All applicants are required to take the verbal and quantitative aptitude tests of the Graduate Record Examination, preferably in October of their junior year.

There are no rigid curricular requirements for the three years at Gettysburg College. However, all College distribution requirements are to be completed by the end of the junior year. The student should select his or her courses each year in consultation with the preforestry adviser, who is a member of the Biology Department. The student's program should include Biology 111, 112, Chemistry 111, 112 and an appropriate mathematics course during the freshman year; Economics 101-102 and a foreign language during the sophomore year; and Physics 103, 104, a foreign language or English Literature, and art or music during the junior year. Course selection in biology should include botany and ecology. Additional courses in mathematics are desirable.

The student who elects to take the Master of Environmental Management or Master of Science degree devotes the last two years of study at Duke beginning in the fall following the junior year at Gettysburg. Those who wish to pursue the Master of Forestry begin at Duke in the summer after completion of the junior year.

Army Reserve Officers Training Program Students may enroll in either a two-year or four-year Army ROTC program and be commissioned as Second Lieutenants upon graduation.

The Army program is normally completed during the four-year academic period and is available to both men and women. Students participating in the Army ROTC four-year program attend a six-week Advanced Camp at an active Army installation, usually between their junior and senior years.

The Army offers a two-year ROTC program for those students who, for some reason, did not enroll as freshmen. The basic requirement for entry into the two-year program is to have two academic years remaining, either at the undergraduate or graduate level. To become eligible to enroll in the Army ROTC two-year program, students must first complete a six-week Field Training course prior to entry.

All cadets who participate in Army ROTC are paid \$100 monthly during the last two years of the program. It offers, on a competitive basis, scholarships which pay full tuition and book expenses plus \$100 monthly.

SENIOR HONORS

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Committee on Academic Standing may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

DEANS' HONOR LIST

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Henry T. Bream Award The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education 1926-1969, is awarded to one sophomore, one junior, and one senior student, each of whom during the preceding year, excelled as a participant in the College's intercollegiate athletics program while maintaining a sound academic record.

John M. Colestock Award The award, contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

The Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student

must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

The Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

The James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extra-curricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

The Keith Pappas Memorial Award Notation on a plaque in the Dean of Students Office and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student, chosen by annually selected representatives from the organizations of which Keith Pappas was a member, using guidelines available from the Dean of the College, who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

The Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Samuel P. Weaver Scholarship Foundation Prizes Prizes, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

The Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni-secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award The award is given to a worthy junior biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences through the middle of the junior year of college work.

Beta Beta Beta Provisional Award The award is given to a worthy biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences through the middle of the sophomore year.

C. E. Bilheimer Award The award is given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an accumulative average of 2.7 or better in his or her major.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in the Department of Economics and Business Administration and to a senior major in the Department of Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character and potential for future growth.

Psi Chi Award The award is given to the senior psychology major who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to the junior psychology major who displays the greatest potential and initiative.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Residential Life Commission Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the Wall Street Journal is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

GETTYSBURG

**Courses
of Study**



Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

In general, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 27 and for a B.S. in Music Education at page 34. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

<i>Distribution Requirements</i>	<i>Departments offering courses that fulfill the Requirement</i>
Foreign Languages	Classics, German and Russian, Romance Languages
History/Philosophy/Religion (This is in addition to the distribution requirement in Religion)	Classics, Interdepartmental Studies, History, Philosophy, Religion, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)
Literature	Classics, English, Interdepartmental Studies, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)
Art, Music, Creative Writing, or Theatre Arts	Art, English, and Music
Laboratory Science	Biology, Chemistry, Physics
Social Sciences	Economics, Political Science, Psychology, Sociology and Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion department. The requirement of proficiency in written English can be demonstrated by passing English 101 or a writing examination administered to all entering students.

The required 4 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

ART

Professors Qually (*Chairman*) and Annis
Instructor Small

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses. Any course in art history may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 141 and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121 and 141 in the freshman year. Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

A collection of more than 30,000 color slides supports the teaching of art history and studio classes. Students also have available a corresponding collection of 15,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY OF ART

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political and even natural events have stimulated response in the style and function of painting, sculpture and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Mrs. Small

120 Theory of the Visual Arts

A course intended to give the liberal arts student a basic approach to visual experience, and to develop a vocabulary with which to communicate his or her sensory responses to the environment. This is not a chronological survey but a study of visual form, space, expression, meaning, and style relating to painting, sculpture, architecture, urban design and film. Slide illustrated lectures, independent reading, visual presentations and group discussions will provide the means for this study.

Mrs. Small

203 Italian Painting 1300-1600

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Particular attention will be given to Giotto, Masaccio, Piero della Francesca, Botticelli, Michelangelo, Raphael, Bellini and Titian for their importance to the development of painting and for the variety which they, and others, give to the Renaissance style. Lectures supported by color slides taken on location also provide an introduction to the understanding of visual form. Alternative years, offered 1977.

Mr. Qually

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternative years, offered spring 1978.

Mr. Qually

206 European Painting 1700-1900

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to changes in the social, scientific, and philosophical structure. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch. Alternative years, offered fall 1978.

Mr. Qually

207 History of Architecture and Sculpture

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Alternative years, offered fall 1978.

Mr. Annis

208 Nineteenth-Century Architecture and Town Planning

A study of the primary stylistic and technological developments which influenced European and American architecture and urban forms during the period of an emerging industrial society. Analysis will be made of the historical, social and esthetic factors which led to the revival of earlier building styles and contributed to the decisive but temporary separation of design and engineering. Particular attention will be given to the development of iron and glass technology, the effects of new modes of communication and transportation on the image and spatial character of the city, and the increasing significance of the architect, engineer and urban reformer in the crucially changing world of the nineteenth century. Alternative years, offered 1977.

Mr. Annis

209 Twentieth-Century Architecture and Urbanism

An evaluation of the development and character of the urban environment as the visual embodiment of concurrent social, political and economic theories and design systems. Emphasis will be placed on the historical and continuing significance of the agrarian ideal of Howard, Olmstead, F. L. Wright, and the effects of the ideas and works of such urbanist architects as Sullivan, Gropius, Van der Rohe, Corbusier, Kahn, Venturi, Saffdie and Soleri in shaping the contemporary structured landscape. Alternative years, offered spring 1978.

Mr. Annis

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. *Prerequisite for art history majors:* Art 206.

Mrs. Small

216 History of Modern Sculpture

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternative years, offered spring 1979.

Mr. Annis

219 American Painting

A survey of American painting from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Mrs. Small

220 Painting in America Since 1900

The course begins with a consideration of American responses to twentieth-century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

Mrs. Small

400 Senior Seminar in Art History

A study of critical problems in art history and a penetration into aesthetic aspects of the visual arts beyond that permitted by the normal courses in the history of art. The exact structure of the courses will be determined by the needs of the students enrolled. Not offered each year.

Mrs. Small

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment for sculpture.

By agreement with the student, the department may retain selected student work.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Qually

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Qually

127, 128 Beginning Painting

An introductory course for non-majors, and for majors as an extension of drawing and design with, of course, emphasis on the important element of color. Designed to sharpen the student's visual responses, to increase an understanding of the relationship of form and space, and of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. *Prerequisite for studio majors:* Art 121, 141.

Mr. Qually

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors:* Art 121, 122.

Mr. Annis

141 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student, the art major, and those who plan upon graduation to undertake studies in the design fields of architecture or urban planning.

Mr. Annis

221, 222 Second Year Drawing

A continuation of 121, possibility of drawing the human figure, nude and clothed, individually and in group compositions. *Prerequisite:* Art 121.

Mr. Qually

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisite:* Art 127, 128.

Mr. Qually

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite:* Art 131, 132.

Mr. Annis

235, 236 Second Year Sculpture

The student will formulate and conduct a program of correlated studio projects entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisite:* Art 135, 136.

Mr. Annis

321, 322 Third Year Drawing

Mr. Qually

327, 328 Third Year Painting

Mr. Qually

331, 332 Third Year Printmaking

Mr. Annis

335, 336 Third Year Sculpture

Mr. Annis

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

Staff

BIOLOGY

Professor Barnes

Associate Professors Beach, A. R. Cavaliere (*Chairman*), and Schroeder

Assistant Professors Hendrix, Logan, Mikesell, J. Winkelmann, and Darrah

Laboratory Instructors S. Cavaliere,

E. Daniels, M. Hinrichs, M. Packard, Price, and H. Winkelmann

Courses in the Department are designed to provide a foundation in basic biological concepts and principles and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine and various other professional fields. All courses in the Department include laboratory work.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized Study and January Term courses unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major, and because of the unstructured nature of the biology curriculum, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the areas of: botany, genetics, physiology, and zoology.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is strongly urged that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.



Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and calculus. Any deficiency should be rectified with Mathematics 107, 108 (Applied Statistics and Applied Calculus) or Mathematics 111-112 (Calculus of a Single Variable).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January Term course designated for this purpose.

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

This course is designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life; the structural organization within which these processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Staff

111, 112 Introductory Biology

An introduction to biological principles and concepts for science majors. First term: Structure and function of cells, genetics, development, and mechanisms in evolution. Second term: Functional morphology of organisms, behavior, evolution, phylogeny, and ecology. Three class hours and laboratory.

Staff

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and two scheduled laboratories.

Mr. Winkelmann

205 Principles of Genetics

The principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory.

Ms. Logan

208 Microtechniques and Histochemistry

Fundamentals of microscopy, preparation of biological materials for microscopic study, practice in basic techniques, paraffin, nitrocellulose and freezing. Histochemical methods to locate and visualize substances within tissues and cells. *Prerequisite:* Biology 111, 112 or permission of the instructor. Three class hours and laboratory.

Staff

214 Biology of the Lower Organisms

Cellular and subcellular organization in viruses, bacteria, protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

A synopsis of embryo-producing plants; covers primarily liverworts, mosses, and vascular plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. *Prerequisite:* Biology 111, 112 or permission of instructor. Six hours a week in class-laboratory work.

Mr. Mikesell

220 Physiology of Plant Growth and Development

The physiology of growth and function in vascular plants; the relationship between structure and function in plant systems; plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, general metabolic pathways. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory.

Mr. Cavaliere

302 Anatomy and Morphology of Angiosperms

An anatomical approach to the study of higher plant structures; origin and differentiation of tissues and organs, environmental aspects of development, plant anomalies. *Prerequisite:* Biology 111, 112 or permission of instructor. Six hours a week in class-laboratory work. Offered in spring term of even-numbered years.

Mr. Mikesell

304 Plant Taxonomy and Phytogeography

Concepts of vascular plant taxonomy emphasizing principles and methods in plant systematics, cytogenetics, numerical taxonomy and plant geography; collection and identification of local flora. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory. Offered spring term of odd-numbered years.

Mr. Mikesell

306 Ecology

The principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory.

Mr. Beach

307 Biology of the Fungi

Organization on the cellular and subcellular levels; culture techniques, morphology, physiology, reproduction and ecology; the relationship of fungi to human affairs—plant pathology, medical, economic and industrial mycology. *Prerequisite:* Biology 111, 112 or permission of the instructor. Three class hours and laboratory.

Mr. Cavaliere

313 Histology-Cytology

The structural organization of cells with special reference to the functional architecture of organelles; the cellular organization of human tissues and organs and the relationship of structure to function. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

315 Electron Microscopy & Ultrastructure

An introduction to the basic theory and practice of transmission electron microscopy using the RCA EMU4 electron microscope. Theory and practical techniques of tissue preparation including the use of the ultramicrotome. Introduction to interpretation of animal and plant ultrastructure. *Prerequisite:* Biology 111, 112 or permission of instructors. Lecture and laboratory by arrangement. Cost: approximately \$25.00 for materials which will remain property of student.

Staff

320 Biology of Development

A survey of biological development: cellular, and organismic. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems and of developmental mechanisms. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and laboratory.

Mr. Barnes

323 Parasitology

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. *Prerequisite:* Biology 111, 112. Three class hours and laboratory.

Mr. Hendrix

324 Vertebrate Zoology

The classification and natural history of vertebrates, with emphasis on the local fauna. *Prerequisite:* Biology 111, 112. Six hours in class, laboratory and field.

Mr. Winkelmann

327 Invertebrate Zoology

The biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on phylogeny. *Prerequisite:* Biology 111, 112 or permission of the instructor. Six hours a week in class-laboratory work.

Mr. Barnes

330 Bacteriology

An introduction to the biology of bacteria: their morphology reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical characterization and host-parasite relationships of bacteria will be emphasized in the laboratory. *Prerequisite:* Biology 111, 112. Three class hours and laboratory.

Mr. Hendrix

339 Cellular Physiology

Life functions of plant, animal and microorganism cells: growth and reproduction on the cellular level; cellular metabolism; interrelationships between cells and their environments. *Prerequisites:* Biology 111, 112 or permission of instructor and Chemistry 111, 112. Three class hours and laboratory.

Ms. Logan

340 Vertebrate Physiology

An introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time (3-7 hours per week) is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 111, 112 or permission of instructor; Chemistry 111, 112. Three class hours and laboratory.

Mr. Schroeder

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

CHEMISTRY

Professors Fortnum, Rowland (*Chairman*), and Schildknecht

Assistant Professors Cotter and Parker

Assistant Instructors Jackson and Kaufman

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student regardless of the future career aspirations of that student.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, J21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A or the appropriately designated January term course; OR 104 in conjunction with the appropriate January term course. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity extensively.

The department's library is at the disposal of all students enrolled in chemistry courses. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the department. Many qualified upperclassmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied, although most enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, and secondary school teaching.

101 General Chemistry

For students planning to complete only two courses in chemistry and who may have had limited or no previous instruction in chemistry. The most basic chemical principles are illustrated along with their applications to modern living and especially to such areas as business, health, ecology, and social problems. Laboratory experiments and demonstrations include new techniques, properties and uses of a wide range of natural and synthetic materials. Three lecture hours and one laboratory afternoon.

Mr. Schildknecht

102 General Chemistry

The elementary chemistry of carbon compounds, radiation and nuclear chemistry are emphasized with their impact upon medical sciences, agriculture and energy problems. Laboratory work includes identification of useful inorganic and organic substances by solution, chromatographic and instrumental techniques. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Schildknecht

104 Chemistry and the Environment

An introduction to some basic concepts in chemistry and their application toward an understanding of our environment. The course will begin with a basic treatment of atomic theory, chemical reactions, and gas laws, and through outside readings will treat some current problems, including environmental pollution, solar energy, the history of atomic energy, nuclear power plants, and the chemical bases for life. The laboratory will be used to illustrate basic chemical principles and calculations and to acquaint the student with some methods for environmental analysis. Chemistry 104 in conjunction with the appropriate January Term course may be counted toward the distribution requirement in laboratory science. *Prerequisite:* none. For non-science majors only. Three lecture hours and one laboratory afternoon.

Mr. Cotter and Mrs. Jackson

111 Fundamentals of Chemistry

An introduction to current thoughts and practice in chemistry. Lectures deal with theories of bonding, geometry in chemical species, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric, gravimetric, and some simple spectrophotometric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker and Staff

112 Fundamentals of Chemistry

Kinetics and mechanisms of reactions, equilibrium, and electrochemistry are discussed in some detail. Electromagnetic radiation and crystal field theory and other theories of complex formation are studied to introduce aspects of molecular geometry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Parker and Staff

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, equilibrium, electrochemistry, and crystal field theory are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker and Mr. Fortnum

203 Organic Chemistry

A study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

An extension of the study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides and enzymes. Approximately one-half of the laboratory work will be devoted to a problem of the student's choice. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory afternoon.

Mr. Rowland

J21 Chemical Applications of Spectroscopy

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

The principles of thermodynamics and kinetic theory are applied in the study of the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions and laboratory exercises. The computer is utilized as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus (usually Math 211 or 212). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Theories of chemical kinetics, quantum mechanics and statistical thermodynamics are introduced and their applications to chemical systems are studied through the use of problems, lectures, readings, discussions, laboratory investigations and projects. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Modern instruments are utilized in the study of chemical analysis. Topics include electroanalytical methods, quantitative spectroscopy, mass spectrometry, chromatography and radiation chemistry. Analytical methods will be studied from both a chemical and an instrumentation point of view. Some basic electronic principles for chemical instrumentation will be presented, while the laboratory will also stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

Mr. Cotter

353 Advanced Organic Chemistry

A detailed analysis of structure and mechanism in organic systems is covered. Topics include qualitative and quantitative aspects of conformational equilibria, symmetry rules governing pericyclic reactions, and the use of spectroscopy in the study of organic mechanisms and reactions. Extensive readings in the current chemical literature are commonplace. Laboratory work involves advanced syntheses, quantitative organic analyses, and qualitative and quantitative uses of spectroscopy. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

Mr. Rowland

373 Advanced Inorganic Chemistry

Topics include boron chemistry; valence bond, crystal field, and molecular orbital theories; and coordination chemistry. In addition to studying the stereochemistry and reaction mechanisms of coordination compounds, group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 306. Three lecture hours.

Mr. Parker

462 Individualized Study, Research

An independent investigation in an area of mutual interest to the student and a faculty director. The study normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in research should submit a written proposal to the department for approval at least four weeks before the last day of classes of the term preceding the term in which the course is to be taken. *Prerequisites:* Permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

CLASSICS

Professor Pavlantos (*Chairman*)

Assistant Professors C. R. Held and Parks

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations. Through knowledge of the past, students can be freed from a preoccupation with the present.

Requirements for a major in Latin: 9 courses beyond Latin 101, 102, including Latin 151 and 312. Requirements for a major in Greek: 9 courses beyond Greek 101, 102 including Greek 151.

In both Greek and Latin the intermediate (201, 202) course, or its equivalent, is a prerequisite for all higher-numbered courses.

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 311, 401, Greek 203, 204, 301, 302, 303, 304, 305, 306, and Classics 162, 164, 166 may be used in partial fulfillment of the literature distribution requirement. Latin 151 and Greek 151 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other three member colleges – Dickinson, Franklin and Marshall, and Wilson – share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

GREEK

101, 102 Elementary Greek

An introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Held

151 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Greek is not required. Offered 1978–79.

Mrs. Pavlantos

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisite*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

301 Homer

Selections from the *Iliad* and *Odyssey* are read with examination of syntax and style. Supplemental reading in English. Offered 1979–80.

Mr. Parks

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.

Mrs. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Not offered every year.

Mr. Held

306 Greek Oratory

Selected orations of Demosthenes and Lysias are studied. Not offered every year.

Mr. Held

Individualized Study

Staff

LATIN

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Mr. Parks

151 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Latin is not required. Offered 1977–78.

Mrs. Pavlantos

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite*: two years of secondary school Latin or Latin 101, 102.

Mr. Parks

203 Roman Prose

Selections from Roman prose writers. Intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Mr. Parks

204 Roman Poetry

Extensive reading in Catullus and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Not offered every year.

Mr. Held

304 Roman Comedy

Selected plays of Plautus and Terence. Origin and development of Roman Drama. Oral reports and a paper. Not offered every year.

Mr. Parks

305 Ovid

Extensive readings in the *Metamorphoses*. Oral reports and a paper. Not offered every year.

Mrs. Pavlantis

306 St. Augustine

Selections from the first nine books of the *Confessions*. Attention is given to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

307 Roman Elegy

Selected elegies of Catullus, Tibullus, and Propertius are read. Style and metrics of Latin love poetry are analyzed. Not offered every year.

Mr. Held

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper. Not offered every year.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin. Includes a thorough grammar review. Not offered every year.

Mr. Held

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Oral reports and a paper. Open to seniors and qualified juniors. Not offered every year.

Mrs. Pavlantis

Individualized Study

Staff

CLASSICAL LITERATURE IN TRANSLATION**162-166 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major but may count toward a major with the consent of the department.

Classics 162 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1978-79.

Mrs. Pavlantis

Classics 164 Ancient Comedy

A study of Aristophanes, Menander, Plautus and Terence. Offered 1980-81.

Mrs. Pavlantis

Classics 166 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripedes, and Seneca. Offered 1979-80.

Mrs. Pavlantis

**ECONOMICS AND BUSINESS
ADMINISTRATION**

Professor W. F. Railing (*Chairman*)
Associate Professors Baird, Hill, and Williams
Assistant Professors Collier and
R. M. Gemmill
Instructors Niir, Patterson, Pineno, and
Stratton
Lecturers Lewis, J. M. Railing, and Renner

The Department offers a program designed to produce an understanding of economic theory and economic institutions, and to provide students with the specialized tools and knowledge required to analyze the important economic issues in human society. Theoretical and applied courses are offered which meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business or government. Fundamentals rather than techniques are stressed.

A student may select either economics or business administration as a major field. Economics is the social science which is concerned with the study of the operation of various types of economic systems. An economic system is the means whereby human societies answer the important economic questions facing them, such as how to allocate scarce resources efficiently, how to maintain economic stability, how to foster economic growth, and how to distribute the fruits of economic activity equitably. Business administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm or other organizations.

Minimum requirements for students majoring in economics are: Economics 101-102, 153, 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 351, and 352. Majors in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 366, and to select three courses from the following: Economics 154, one advanced course in accounting, 351, 352, 361, 363, 365, and 367. In addition, the Department recommends that its majors take Mathematics 165. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two statistics courses covering essentially the same material. Therefore, a student who has taken Mathematics 107 or Sociology 302, 303 *prior to* declaring a major in economics or in business administration will not be required to take Economics 241, but will be required to take another course in the Department, selected in consultation with Dr. W. F. Railing, to replace Economics 241.

During the first two years of residence, all students who intend to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements.

Economics 101-102 is a prerequisite for all courses offered by the Department except Economics 153, 154, 253-254, 310, 353-354, 355, 356, 363, 364, and 373-374. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Therefore, a student who majors in business administration or in economics and concentrates in accounting at Gettysburg College will not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the following courses are included in his or her program: Economics 153, 154, 253-254, 305, 363, 364, 367, and at least four of the following: 353-354, 355, 356, and 373-374.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 400 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 36 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

101-102 Principles of Economics

The purpose of these courses is to give the student a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. The courses deal with topics of neoclassical, Keynesian, and post-Keynesian economics, such as national income, employment and growth, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgments on public policy issues.

Messrs. Collier, Gemmill, Niiro, W. F. Railing, Stratton, and Williams

153 Financial-Managerial Accounting

The primary objectives are to have the student grasp the overall usefulness of accounting to management and other interested parties, and to understand and use typical accounting reports of both the internal (managerial) and external (published) types. Special emphasis is placed on the role of accounting in managing economic units by analyzing and interpreting financial statements. The subject matter is presented largely from the point of view of the user, rather than the producer, of economic information. Offered during the fall and spring terms.

Mr. Baird, Mrs. Lewis, Mr. Patterson, and Mr. Pineno

154 Fundamentals of Accounting Theory

A more detailed study of the process of identifying, measuring, recording, classifying, and summarizing economic information for single proprietorships, and corporations. Topics covered include the worksheet, special journals, electronic data processing, payroll, interest, investments, and cost accumulation, including its control. The subject matter is presented largely from the point of view of the producer, rather than user, of economic information. Offered during the fall and spring terms. *Prerequisite:* Economics 153.

Mr. Baird, Mrs. Lewis, Mr. Patterson, Mr. Pineno, and Mr. Renner

241 Introductory Economics and Business Statistics

The purpose of this course is to introduce the student to statistical techniques and quantitative analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis, the normal distribution and applications; Chi-square applications; probabilities based on the normal distribution, the binomial distribution, and the Poisson distribution; sampling; inference theory and its application to decision-making; and linear regression and correlation. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 302, 303.

Mr. Hill

242 Intermediate Economic and Business Statistics

This course introduces more advanced statistical theory and its application to economic and business problems of analysis and forecasting. It includes nonlinear regression and correlation; multiple regression and correlation; Chi-square tests; variance analysis; index numbers; and time series and their decomposition as to trend, cyclical, seasonal, and irregular components. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce, and input-output analysis, flow of funds analysis, and national balance sheets. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

245 Intermediate Microeconomic Theory

An advanced study of the partial equilibrium theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; general equilibrium; welfare economics; and linear programming. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Messrs. Collier and Hill

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite:* Economics 153, 154.

Messrs. Baird and Patterson

301 Labor Economics

A study of the economic aspects of the employer-employee relationship from the viewpoint of employer, employee, and the public is presented. Discussions of contract determination; labor movements, problems and legislation; union organization and behavior; and labor-management relations are included. *Prerequisite:* Economics 101-102. *Recommended:* Economics 245.

Mr. Stratton

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory, and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite:* Economics 101-102.

Mr. Gemmill

305 Public Finance

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of government debt in the United States are also studied. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

310 Cultural, Social, and Physical Geography

The first half of the course is a survey of the physical environment to acquaint the student with the elements and interrelationships of the atmosphere, the hydrosphere, and the lithosphere. The second half of the course is a systematic and regional study of the habitable earth with emphasis on latitudinal position, the climatic and demographic resource limits: fauna and flora distributions; and the superimposed involvement of cultural, economic and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools.

Mr. Hill

324 Comparative Economic Systems

A comparative analysis of socialism, capitalism, centrally planned and free enterprise economies. Primary attention is given to the economic, political, philosophic and historic aspects and institutions of Soviet type societies in relation to non-Soviet economies. *Prerequisite:* Economics 101-102. *Recommended:* Economics 243, 245.

Mr. Stratton

333 History of Economic Thought and Analysis

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic problems. Particular emphasis is laid on the economic, nationalist, and socialist criticisms of this type of economic thought; historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite:* Economics 101-102.

Mr. Collier

336 International Economic Development and Trade

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development is covered. Various theories of economic growth and development are analyzed and major policy issues are discussed, especially as they relate to international trade. *Prerequisite:* Economics 101-102.

Mr. Collier

351 Application of Mathematics to Economics and Business

This course is designed to introduce the student to the application of calculus and matrix algebra in economic theory, economic measurement, and business administration, and to enable him or her to carry theory from economic into mathematical terms and vice versa. Readings in the economic and business literature, and problems will be assigned. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

This course is designed to introduce the student to the applications of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242 Mathematics 358.

Mr. Niiro

353-354 Cost Accounting

The study of physical and monetary input-output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisites:* Economics 153, 154. Alternate years, offered 1977-78.

Mr. Pineno

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Economics 153, 154. Alternate years, offered 1978-79.

Mr. Baird

356 Federal Taxes

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on the researching of tax problems through use of loose-leaf tax services. Some work on the preparation of returns is also included. *Prerequisites:* Economics 153, 154.

Messrs. Baird and Patterson

361 Marketing Management

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

Mr. Pineno

363 Business Law I

The purpose of Business Law I is three-fold: (1) to introduce the student to the American judicial system, (2) to make the student aware of how legal disputes can occur, and (3) to help prepare the student for the Business Law Part of the Certified Public Accounting Examination. An overview of the historical development of law, the sources of law today, and criminal and tort laws are presented. The law of contracts is then explored in depth. Civil procedure and the court systems as well as secured transactions are also fully discussed. Offered during the fall and spring terms.

Mrs. J. M. Railing

364 Business Law II

This course is a continuation of Business Law I. The student is given further preparation for the Business Law Part of the Certified Public Accounting Examination. Among the topics covered are commercial paper, employment, principal and agent, partnerships, corporations and estates. *Prerequisite:* Economics 363.

Mrs. J. M. Railing

365 Personnel Management

The changing nature of the management commitment and the essential techniques, attitudes, and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making process as it affects the individual and the organization, as well as the central importance of the individual in the organization. The place of character and personality, and a sense of individual and social responsibility are also stressed. *Prerequisite:* Economics 101-102.

Mr. Williams

366 Business Management

The language background, and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied, and further consideration is given to the contribution of behavioral and management sciences in treating the organization as a complex interrelated system. The attributes of good administration and administrative practices are emphasized. The decision-making process and the place of the computer in modern management are considered. The key position the professional manager holds in the firm or any other organization and in the economy is stressed. The importance of a professional attitude is introduced. The organization is presented as the preeminent user of people, and of knowledge through people, as a major managerial and social responsibility. *Prerequisite:* Economics 101-102.

Mr. Williams

367 Business Finance

An introduction to the principles, practices, and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate firm. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure and reorganization. Emphasis is upon the application of economic theory and basic decision theory to the financial problems and practices of the firm. *Prerequisite:* Economics 101-102.

Mr. Gemmill

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Economics 253-254. Alternate years, offered 1978-79.

Mr. Baird

400 Senior Seminar

Open to senior majors with the consent of the Department. Research papers on contemporary economic and business problems are prepared and discussed. Seniors must take this course to qualify for Departmental Honors.

Mr. Gemmill

Individualized Study

Well qualified students may pursue topics of an advanced nature, through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairman. Offered during the fall and spring terms.

Staff

EDUCATION

Professor Rosenberger (*Chairman*)
Associate Professor J. T. Held
Assistant Professors Packard and Slaybaugh
Supervisor of Elementary Teachers Harvey

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 31 to 34.

101 Educational Psychology

The development of the individual and the development of psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching—learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Education 101. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

The secondary subjects are: biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 101.

Mr. Packard and Special Instructors

309 Social Foundations of Education

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American educational systems, and the relationship of the modern school to society. The student preparing to teach in secondary education will be engaged in a pre-student teaching experience as a student aide in a classroom. Repeated in the spring term, offered also in the January Term as Ed. J 9 for preparation in secondary education. Elementary teacher education students enroll for this course during the Education Term.

Messrs. Rosenberger and Packard

328 Principles of Guidance

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 101.

Mr. Rosenberger

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 101.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Diagnosis and remedial tutoring of elementary school pupils who have reading problems. *Prerequisite:* Education 331.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 101. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

Each member of this seminar will undertake a teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Elementary or Secondary Education Program. Students should register for Education 411 in the Fall or Spring term prior to their Education Term.

Staff

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 306, 331, 370 (J37) and Mathematics 180 (J 18). Repeated in the Spring Term.

Messrs. Slaybaugh and Packard

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 101, 303, and 309. Repeated in the Spring Term.

Messrs. Rosenberger and J. T. Held

ENGLISH

Professors Baskerville, Clarke, Geyer (*Chairman*), Lindeman, Pickering, and Stewart
Associate Professors Bolich, Locher, Myers, and Schmidt
Assistant Professors Di Pesa, Fredrickson, and McComb
Lecturers Jones and Schwartz

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in teaching, publishing, law, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The Department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The Department offers two types of major: a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama.

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the fall term of Literary Foundations of Western Culture (IS 103). All majors are required to take English 111, 112 and the fall term of Literary Foundations of Western Culture (IS 103), normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
A. English 331, 334, 337, 338
B. English 341, 342, 345, 346
- III. American Literary History (2 courses): English 215, 216, 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

Majors in English should choose their two remaining electives from the following: English 218, 219, 225, 323, 324, 328, 329, 332, 351, 352. English 101, 121, 122, 123, 124, 135, 136, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Major in Theatre Arts and Drama In addition to English 111, 112 and IS 103, majors with a concentration in theatre arts must elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): Theatre Arts 203, 204, 208, 301, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366

Majors concentrating in theatre arts should elect studio and history courses in such allied arts as painting, sculpture, music, creative writing, film, dance, and speech.

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 111, 112, in addition to the fall term of Literary Foundations of Western Culture (IS 103). Working with the chairman of the English Department, each elementary education student will design a major program, following as closely as possible the department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 301 or 302 and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204, and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the college distribution requirement in literature. Theatre Arts 203, 204 and English 205, 206 may be used to fulfill the college distribution requirement in art, music, creative writing, or theatre arts.

101 English Composition

Aims to develop the student's ability to express himself or herself in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated in the spring term.

Staff

111, 112 Literary Analysis

This course aims to enable students to read a work of literature critically, make judgments based on textual evidence, and express those judgments clearly and effectively in writing. Through the examination of particular literary works in class, the student learns the characteristics of the major literary forms and practices the technique of textual analysis. The student also writes critical papers. The short story, novel, and drama are studied in the fall term. Poetry is studied in the second term.

Staff

121 Studies in Narrative

An intensive study of various forms of narrative, with emphasis on the novel, but may include also the epic, film, and other art forms at the discretion of the instructor. A typical course might include several narrative types developing a single theme—for example, the quest. Primarily for freshmen but open to a limited number of sophomores.

Staff

122 Studies in Short Fiction

An intensive study of short fiction and its elements, with some attention to the development of the modern short story. Primarily for freshmen but open to a limited number of sophomores.

Staff

123 Studies in Poetry

A detailed study of selected poems, chiefly British and American, through critical analysis of form, structure, and meaning. Primarily for freshmen but open to a limited number of sophomores.

Staff

124 Studies in Drama

This course involves an intensive study of a number of plays representative of the history of the drama from classical to contemporary times. Of major emphasis are the techniques by which the dramatic experience compels audience—reader involvement, the strategies which assist in comprehending this experience and the ways in which each of the plays relates to the literary tradition of which it is a part.

Staff

135, 136 Modes of Literature

A major literary mode, here defined both as an attitude which the author assumes toward his subject and as the manner in which the subject reveals itself, will be the primary focus. Through the reading of a varied group of poems, plays, stories, and essays that exhibit common characteristics of a mode, the student will consider the origin and qualities of each mode, its evolution, some of the important writers, and the kinds of experience it presents. One or more modes will be offered from term to term—for example, tragedy, comedy, satire, romance.

Staff

201 Advanced Composition

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Mr. Pickering

203 Journalism

This is a general introduction to the field of journalism. Students will spend most of their time practicing the techniques of writing news copy, feature, sports, and editorial articles; composing headlines, doing make-up, and essaying their talents at copy reading and rewrite. The class will spend as much time as can be arranged visiting local newspaper and printing plants and interviewing professional journalists.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

215, 216 The American Literary Tradition

A chronological study of American writing from Colonial days to the present, with emphasis on the principal literary figures and their backgrounds. The first semester carries through the American Romantics; the second semester runs from the Realists to major contemporaries.

Messrs. Fredrickson and Locher

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth century (218) and nineteenth century (219). English 219 offered 1977–78.

Mr. McComb

225 The Golden Age of English Drama

Somewhat overshadowed by the genius of Shakespeare, the achievement of other dramatists during the English Renaissance is nonetheless outstanding in its own right. After some attention to the beginnings of the drama in the Middle Ages, this course will study such writers as Marlowe, Jonson and Chapman in order to assess the literary importance of Shakespeare's contemporaries.

Mr. Myers

226 Introduction to Shakespeare

Designed for students not majoring in English, this course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought.

Mr. Myers

231 to 260 Studies in Literary Topics

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from term to term and may include some of the following: Creativity and the Unconscious, Woman as Literary Artist, The Gothic Tradition, American Humor, the 1920's, Black Literature. Designed primarily for the nonmajor, but may be counted toward the major. Fulfills distribution requirement in literature. With the consent of the department, a student may take this course more than once. Open to freshmen.

Staff

301 Introduction to Linguistics

This course attempts a systematic but largely non-technical survey of major aspects of language. Emphasized are the structure of modern English, semantics, and the nature and development of social and geographical dialects. The course aims at enhancing the student's understanding of the complexity of language and its profound significance in human life.

Mr. McComb

302 History of the English Language

The purpose of this course is to provide an historical understanding of the vocabulary, the forms, and the sounds of the language from the Old English / Anglo-Saxon periods through the twentieth century. Class time is spent in developing an elementary reading knowledge of Old and Middle English so as to deal effectively with those laws that govern the development of English sounds—i.e., Grimm's and Verner's Laws through the Great Vowel Shift.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Prose of the Realistic Period

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry Before 1900

The development of American Poetry from Anne Bradstreet to Stephen Crane will be studied. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1900 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Cary and others will be included.

Messrs. Fredrickson and Geyer

328, 329 Twentieth Century Drama

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others. Alternate years. Offered 1978-79.

Mr. Schmidt



331 Mediaeval Literature

A sketch of the development of Western literature from the Patristic age through the Carolingian revival precedes a careful study of the twelfth century literary renaissance. Certain major subjects are always included in the course: Anglo-Saxon poetry, Middle English lyrics and metrical romances, the Arthurian legend, Courtly Love, the Tristan and Isolde story, and the Grail legend. If time permits, other major works will be studied.

Mr. Baskerville

332 Mediaeval Narrative

Beginning in late Classical times, the course will sample the forms of Mediaeval Narrative with particular emphasis on Chaucer's contemporaries in the Fourteenth Century and on the works of Thomas Malory.

Mr. Pickering

334 Renaissance Literature

Selected works of Pico della Mirandola, More, Machiavelli, and Castiglione are read in order to provide a background in basic Renaissance ideas and attitudes. The course then concentrates on the development of these ideas and attitudes in English writers like Daniel, Drayton, Marlowe, Shakespeare, and Sidney, and finally Spenser, whose works are used to summarize the highest achievement of the English Renaissance in non-dramatic literature.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, and thought of the period extending from the last years of Elizabeth to the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with prose works by Burton and Browne, poems by Marvell, and selected Restoration lyrics. The remainder of the course will be devoted to the works of Milton, studying both his development as a poet and his relation to his age.

Mr. Lindeman and Ms. Di Pesa

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose and poetry written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, and Johnson and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry, prose, and selected drama with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Wilde, and the Art for Art's Sake Movement.

Mr. Geyer

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") is the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

By means of a careful analysis of language, characterization, and structure in each of the numerous plays considered, this course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the early plays through Hamlet and Troilus and Cressida; the spring term upon the later plays.

Mr. Myers

400 Senior Seminar

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

Staff

Individualized Study

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for individualized study must be made in advance of registration. Repeated in the spring term.

Staff

THEATRE ARTS

Theatre Arts 203, 204 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

203, 204 History of the Theater

A survey of the theatre from the primitive to the present. Attention will be devoted to the continuity of theater throughout the ages, with particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part. The fall term is devoted to theatre of the Primitive, Egyptian, Greek, Roman, Medieval, Elizabethan, Spanish, Renaissance periods, as well as to the Oriental theatre. The spring term is concerned with the Italian Renaissance (including *Commedia dell' Arte*), French Neoclassical, Restoration, Eighteenth Century, Nineteenth Century, American and Modern periods. Alternate years. Offered 1977–78.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and the technique of the art of the actor; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis.

Mr. Schmidt

252 Studies in Film Aesthetics

Through a study of historically significant films, film theory and criticism, this course aims to develop an appreciation for film as an art form. Students will read extensively and will write short critical papers about films and a term paper which demonstrates a familiarity with film biography. Alternate years. Offered 1978–79.

Mr. Fredrickson

301 Play Production

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

Mr. Schmidt

310 Directing

The study of the theory and technique of the art of the director; the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and the technique of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization. Acting techniques in periods other than our own will be studied and employed in a series of scenes. These periods include Classical Greek, Italian Renaissance, Elizabethan, and Restoration, and will include work in both comedy and tragedy. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor.

Mr. Schmidt

SPEECH**101 Public Speaking**

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

Mr. Bolich

201 Advanced Public Speaking

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of the public address as an art form. *Prerequisite:* Speech 101.

Mr. Bolich

220 Mass Communication

A study of radio, television, and motion pictures and impact on society. Considerable attention will be given to the silent films.

Mr. Bolich

301 Voice and Diction

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

Mr. Bolich

302 Argumentation and Discussion

An introduction to the principles of argumentation. The discovery, selections, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

Mr. Bolich

303 Oral Interpretation

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

Mr. Bolich

304 Radio Speech

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

Mr. Bolich

**GERMAN AND RUSSIAN LANGUAGES
AND LITERATURES**

Professor Schneider (*Chairman*)

Associate Professor Crowner

Assistant Professors G. Collier, McCardle, and Ritterson

Lecturer Geib

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian peoples and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 211, 212, 301, 302, 321, 322, and three courses from those numbered 213, 323, 324, 325, 326, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least one German literature course in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Distribution Requirements The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, Russian 119, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy and religion and, with the consent of the History Department, toward a history major: German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

A study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. Schneider

213 Survey of German Culture Since 1945

A study of the culture, society and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings in both critical/analytical and literary works. A knowledge of German is not required. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion. Alternates with German 212.

Mr. McCordle

German Literature**119, 120 German Literature in Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. Accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).
Staff

321, 322 German Literature of the Eighteenth Century

A study of German literature of the Enlightenment, Storm and Stress, and Classicism, with special emphasis on Lessing, Schiller and Goethe. Critical reading and analysis of representative works. Outside reading and reports. Alternate years; offered 1978-79.

Mr. Schneider

323, 324 German Literature of the Nineteenth Century

A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1977-78.

Staff

325, 326 German Literature of the Twentieth Century

A study of German literature from 1870 to the present with emphasis in the fall term on writers of Naturalism, Impressionism, and Expressionism, and in the spring term on post World War II writers. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1977-78.

Mr. Crowner

328 Goethe's Faust

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Alternate years; offered 1978-79.

Mr. Schneider

400 Senior Seminar

Intensive study of selected aspects of German language, literature and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the department.

RUSSIAN**101, 102 Elementary Russian**

The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

Mr. Collier

119 Russian Literature in Translation

A reading of representative works in the areas of the novel, drama, and poetry. The works will be studied from the standpoint of ideological and philosophical themes as well as from the standpoint of aesthetic and literary values. Although there will be an emphasis on some of the great works of the nineteenth century, there will also be selections from more recent times. Counts toward the distribution requirement in literature.

Mr. Collier

201, 202 Intermediate Russian

This is a continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

Mr. Collier

409, 410 Individual Readings in Russian

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Mr. Collier

HEALTH AND PHYSICAL EDUCATION

Professor Haas

Associate Professors Biser, Hulton, Hummel,
Kenney, Sabol, Shoemaker, and Wescott
(Chairman)

Assistant Professors Bowers and Reider
Instructors Donolli, Rahn, Rost, Sauve, Schlie,
and Streeter

Lecturer J. Annis

Assistant Wright

The general aim of this Department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence, and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in college and in later life.

Four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One quarter term of study is required from each of the following four groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit
through proficiency testing)

Group II AQUATICS

HPE 113 Swim I (non-swimmers)
115 Swim II
117 Advanced Lifesaving
119 Water Safety Instructor

120 Endurance Swim Club
122 Synchronized Swim
124 Swimnastics
126 Water Polo
128 Diving

Group III FITNESS

HPE 131 Body Conditioning
133 Weight Training

134 Field Hockey
136 Team Handball
138 Track and Field
140 Jogging Club
142 Aerobics
144 Judo I
146 Judo II
148 Self-defense
150 Gymnastics
152 Soccer
154 Basketball
156 Speedball

Group IV RECREATIONAL SKILLS

HPE 161 Contracts (Individualized Program)
163 Horsemanship I*
165 Horsemanship II*
167 Riflery*

166 Golf I
168 Tennis I
170 Tennis II
172 Volleyball I
174 Volleyball II
176 Badminton
178 Archery
180 Fencing
182 Bowling*
184 Touch Football
186 Softball
188 Handball
190 Paddleball
192 Racquetball
194 Modern Dance I
196 Modern Dance II
198 Folk and Square Dance

In Group I freshman and transfers may take a proficiency test in health. If passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken.

*Requires extra fee

In each of the other three groups, the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken during the same term are the equivalent of a full term. The four group requirements may be taken in any sequence.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105 Health Science in Group I.

The Department also offers an approved teacher training program for men and women. Prospective majors in Health and Physical Education should schedule Biology 111 or 101, 112 or 102, and HPE 112 during their freshman year. For the prospective secondary school teacher the Department cooperates in offering Ed 304 Techniques of Teaching and Curriculum in Secondary Health and Physical Education.

Required for a major are the following courses: the seven Major Skills courses, 112, 209, 211, 214, 317, 318, 320, 325, 332, and 400. Professional education courses required are Ed 101 or J 1 Educational Psychology, Ed 303, Ed 304, Ed 309 or J 9 Social Foundations of Education, and Ed 477.

Non-majors who wish to become teacher-coaches are advised to take the following courses which will aid in their future coaching certification: HPE 214, 317, 318, 340 or J 25 Sociology of Sport, J 27 Coaching of Football, Baseball, and Their Ramifications, and J 34 Organization, Administration, and Coaching of Basketball and Wrestling.

In addition to the required programs in health and physical education and the major programs, the Department offers extensive voluntary programs in intramural sports and in inter-collegiate athletics for both men and women.

101, 102, 201, 202, 301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, judo, and conditioning activities. For health and physical education major students and taken each fall and spring term except during student teaching.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Wescott

209 Aquatics

Includes the official Red Cross courses for Senior Life Saving, Water Safety Instructor I, and Water Safety Instructor II, leading to certification. Theoretical and practical training in the course provides teaching methods and techniques in basic swimming strokes, diving, and lifesaving. In addition, emphasis is given to the coaching of swimming teams, management and control of pools and waterfronts, and maintenance of swimming and boating facilities.

Mrs. Bowers

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. Finally, the examination of the relationship of personal health problems to the community at large.

Mr. Sabol

214 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser

317 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

Mr. Biser

318 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

Mr. Donolli

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Mr. Sauve

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Rost

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Mr. Rahn

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Miss Kenney

462 Individualized Study

A study of the various methodological approaches used in research. Designed especially for those planning to continue with graduate study. Offered either term.

Mr. Streeter

HISTORY

Professors Bloom, Crapster (*Chairman*), and Glatfelter
Associate Professors Bugbee, Fick, Forness, and Stemen

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done". Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Social Studies.

Requirements for a major are nine courses, including History 300 (in the sophomore year or the fall term of the junior year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history.

Senior research seminars—number 401 to 449—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, and religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 151 (Greek History), Latin 151 (Roman History), and Spanish 312 (Latin America).

101, 102 History of Europe from the Renaissance

After noting the medieval background, these two courses survey major political, economic, social, and intellectual developments in Europe from the Renaissance to the present. The first course goes to the French Revolution; the second extends from 1789 to the present.

Messrs. Crapster and Fick

131, 132 History of the United States

These two courses, with their dividing point at 1865, provide a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

This course surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

Mr. Stemen

IS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Mrs. Gemmill

231, 232 Biographical Approaches to American History

An introduction to American history through biographies of representatives and influential persons in significant periods in America's past. Historical forces which shaped their lives and the impact on American development of each person studied are examined. An attempt is made to establish criteria for determining the place of biography as acceptable history. The dividing line between the two courses is 1865.

Mr. Bloom

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

300 Historical Method

This is a course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

History 311 covers the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Some attention is given to the civilization of Byzantium and Islam.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, this course treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and the rest of Europe between 1789 and 1815.

Mr. Crapster

317 Europe 1848–1914: Nationalism, Industrialization and Democracy

After a survey of European developments 1815–48, the course studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War.

Mr. Crapster

318 Europe and Two World Wars

This course studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

This course offers perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the National and Communist revolutions.

Mr. Stemen

326 Russia in the Nineteenth Century

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included.

Staff

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Bloom

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

333 American Economic History

This course examines the economic incentives for colonial settlement, for revolutionary change, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over currency, and for the coming of government regulation of business.

Mr. Bloom

335, 336 American Social and Cultural History

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, this course stresses political and constitutional developments to 1750, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

This course begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

Mr. Forness

345 Civil War and Reconstruction

The course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America, followed by examination of the failure to fix upon a mutually acceptable and permanent compromise, the military and diplomatic conflict of 1861–1865, and the problems associated with Reconstruction.

Mr. Bloom

348 Early Twentieth Century America

This course deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

This course deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:**401 England in the 1880's**

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency

Mr. Bloom

407 Diplomacy of the Truman Administration

Mr. Stemen

408 American-Chinese Relations

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 American-Far Eastern Relations

Mr. Stemen

Individualized Study

With the permission of an instructor who will supervise the project, a student may arrange for an individual tutorial, research project, or internship. Either term.

Staff

INTERDEPARTMENTAL STUDIES

Lecturers J. Gemmill, L. Lindeman,
M. Baskerville, and Smith

Through the Committee on Interdepartmental Studies, the College offers courses and promotes opportunities for specialized interdepartmental programs that coordinate courses available in a variety of academic areas. Among these opportunities is the Special Major: a student with the consent of two supervising faculty members from different departments may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. Such a major need not be built around any of the courses or programs listed below. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes a substantial number of advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors.

The Committee on Interdepartmental Studies bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies.

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others use methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

A course introducing the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. The fall term studies characteristic ideas and institutions affecting economic, political, and religious developments during the Middle Ages, Renaissance, Reformation, and Enlightenment. The spring term concentrates on the Western world since the French and American Revolutions. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of the major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents. The authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare and Milton. Complete texts are read and discussed, and the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Mrs. Small

206 Byzantine Civilization

The class will investigate the civilization which centered in Constantinople (now Istanbul) from the time the capital of the Roman Empire was moved there in 330 A.D. until its capture by the Turks in 1453. Equal consideration will be given to analysis of the social, political, economic, and theological structures of this "Mother" of Eastern and Western European civilizations. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Trone

211 Perspectives on Death and Dying

Death and dying will be viewed from many different perspectives: theological and philosophical, psychological and sociological, economic and legal. Various views of the past and present, East and West, will be examined, as well as such problems as dignity in dying, what happens after death, euthanasia, body disposal, and therapeutic grieving practices. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Moore

227, 228 Civilization of India

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on Buddhism, the evolution of Hinduism, and the representation of these in art and literature. The second includes an investigation of historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in history, philosophy, or religion. Alternate years, offered 1978-79.

Mrs. Gemmill

235 Introduction to African Literature

A general introduction to traditional and modern literature from Africa south of the Sahara written primarily, but not exclusively, in English and French. (All works not originally written in English will be read in translation.) An introductory section will be devoted to the oral tradition. The remainder of the course will treat the primary themes of contemporary African literature, the majority of which bear the stamp of the colonial experience and its aftermath. Representative readings will be chosen from West, South and East Africa and will include novels, poetry, drama and short fiction. Consideration of social, political and anthropological questions will be balanced by aesthetic appreciations throughout. Class discussions will be encouraged and a term paper and final examination will be required. Fulfills distribution requirement in literature. Alternate years, offered 1977-78.

Mr. Michelman

237, 238 Literature of India

A study of major literary works of Indian culture from the standpoint of religion, history, and aesthetics. The first course will include Vedic hymns, major epics, Bhagavad Gita, and Sanskrit literature of the Gupta period. The second will deal with epics and lyrics of the Tamil culture, the poetry of bhakti, the Persian literary tradition, and the modern novel inspired by Western influence. Complete works will be read and discussed using criticism from Western and Indian sources. Fulfills distribution requirement in literature. Alternate years, offered 1977-78.

Mrs. Gemmill

244 An Introduction to American Folklore

This course will survey the types of American folklore: myths, tales, ballads, art, music, dance, games, gesture, graffiti, etc. Their regional characteristics will be established and their non-American antecedents and correlatives examined. The students will be encouraged to develop their own approaches and to collect from primary sources.

Mr. Locher

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. Authors studied include Kierkegaard, Dostoyevsky, Conrad, Tillich, Faulkner, Camus, R. Niebuhr, Hemingway, Wieman, and West. Fulfills distribution requirement either in history, philosophy, or religion, or in literature.

Mr. Loose

320 Human Sexual Behavior

This course is designed to discuss biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. The work of psychologists such as Freud, Ellis, and Fromm and biologists such as Masters and Johnson, and Morris, and sociologists such as Bell, Karlen, and Mead will be discussed. Literary works by Lawrence, Roth, and de Sade will be included.

Mr. Jones

350 History of Modern Western Thought

The course covers the major ideas and intellectual movements of the nineteenth and twentieth centuries in the natural sciences, economic, social and political thought, philosophy, religion, and the arts. Topics such as romanticism, utilitarianism, liberal humanism, positivism, evolutionary thought, socialism, the development of psychology, the ideologies of fascism and communism, the philosophies of existentialism and logical empiricism, and expressionism and surrealism in the arts are included. The approach to the material is chronological and emphasizes the historical relationships between the ideas, but some attention is given to the general historical context. The primary purpose of the course is to understand our recent intellectual heritage, and its impact on the contemporary mind. The course is designed for students with a general background in the history of the nineteenth and twentieth centuries. Open to juniors and seniors, and to others by permission of the instructor. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Schubart

352 Modern Political Thought

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties.

Mr. Tannenbaum

401 Senior Scholars Seminar: The Future of Man

The purpose of this seminar is to provide an opportunity for senior students of outstanding ability to participate in a problem-solving course concerning an issue which affects the future of man. The issue selected for each year's seminar will be one whose solution requires a multi-disciplinary effort. Examples of appropriate problems include the design of a development plan for a country or the construction of a set of guidelines which would govern man's application of genetic engineering to himself. Resource persons from on and off the campus will be utilized. The seminar participants will produce a comprehensive report of their findings for campus publication and distribution. This course carries credit for two courses. Interested students should consult page 31 of this catalogue for admission criteria.

**411, 412 Experimental Seminar in Teaching
Interdepartmental Studies 101, 102**

The members of this seminar will attend the regular meetings of Interdepartmental Studies 101, 102. They will lead discussion groups for that course. Sessions of the seminar itself will be devoted to discussions of the materials and methods of Interdepartmental Studies 101, 102 in the light of the more advanced reading required for the seminar. In addition, each student will write a paper evaluating his or her experience. Evaluation will be conducted on the basis of contribution to the discussion group; contribution to the seminar; and the quality of the evaluative paper. Open only to students selected by the instructor.

Mr. Richardson

451 Individualized Study: Tutorial in Interdepartmental Studies**461 Individualized Study: Research in Interdepartmental Studies**

SPECIAL INTERDEPARTMENTAL PROGRAMS

ASIAN STUDIES

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the college has access:

- 1) An introduction to South Asia including Civilization of India, Religions of South Asia, and Asian Political Systems.
- 2) An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia, Asian Political Systems, and Modern China.
- 3) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
- 4) The Central Pennsylvania Consortium arrangement whereby students may engage with full academic credit in a summer and a fall semester in India. Interested students should consult the Dean of the College or Committee on Interdepartmental Studies for further information.

ASIAN STUDIES COURSES

IS 227, 228 The Civilization of India

IS 237, 238 Indian Literature

History 221, 222 History of East Asia

History 321 Modern China

Political Science 202 Asian Political Systems

Religion 241 Religions of South Asia

Religion 242 Religions of East and West Asia

AMERICAN STUDIES

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the faculty's Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the Freshman Seminar brochure and the January Term catalogue list many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

MEDIEVAL AND RENAISSANCE STUDIES

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies.

MEDIEVAL AND RENAISSANCE STUDIES COURSES

- Art 111 Ideas and Events Behind the Arts
- Art 203 Italian Painting, 1300 to 1600
- Art 205 Northern European Painting, 1400 to 1700
- Art 207 History of Architecture and Sculpture
- Classics: Latin 306 St. Augustine
- English 302 History of the English Language
- English 331 Medieval Literature
- English 332 Medieval Narrative
- English 334 Renaissance Literature
- English 362 Chaucer
- English 365, 366 Shakespeare
- English Theatre Arts 203 History of the Theatre
- History 203 History of England
- History 311, 312 Medieval Europe
- History 313 Renaissance and Reformation
- IS 101 Ideas and Institutions of Western Man
- IS 103, 104 Literary Foundations of Western Culture
- IS 206 Byzantine Civilization
- Music 312 History of Medieval, Renaissance, and Baroque Music
- Philosophy 303 History of Philosophy: Classical
- Philosophy 304 History of Philosophy: Medieval and Early Modern
- Religion 121 Church History: To the Eighth Century
- Religion 331 The Church Fathers
- Spanish 305 History of Spanish Literature: Origins to 1700

MATHEMATICS

Professor Holder

Associate Professors Fryling (*Chairman*),

Kellett, Leinbach, and Moorhead

Assistant Professors Flesner and King

The mathematics curriculum is designed to provide a foundation for students who will specialize in mathematics or in fields which use mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in mathematics to prepare for graduate study, for teaching, or for careers as applied mathematicians.

A student intending to major in mathematics normally will take the basic sequence Mathematics 111-112, 211-212 during his freshman and sophomore years. Advanced placement, either in Mathematics 121 or 211, is possible for those who have scored sufficiently high on the Advanced Placement Examination or who otherwise can demonstrate mastery of the material of a full-year high school calculus course. Placement of such accelerated students will be determined on an individual basis by the Department Chairman. Students with inadequate preparation for Mathematics 111 should take Mathematics 110 in the fall, followed by Mathematics J21 (Calculus and the Computer) in January and Mathematics 112 in the spring. Additional requirements for a major with non-teaching objective are Mathematics 234, 313 and six other 300-level mathematics courses, two of which must comprise a year sequence. Those with the secondary school teaching objective are required to take, in addition to the basic sequence, Mathematics 234, 313, 343, Education 304, and three other 300-level mathematics courses.

Students majoring in mathematics are encouraged to pursue in some depth an allied area in which mathematics can be applied. It is recommended, but not required, that mathematics majors, regardless of their related interests, take Physics 111-112 in order to find the most direct applications of mathematics at the introductory level. Other fields such as chemistry, biology, economics, political science, sociology, and psychology are all using mathematics, and mathematics majors with a good background in any one of these fields have an increased likelihood of finding careers which are interesting and rewarding. To encourage such collateral study, permission may be granted to substitute up to two courses from another field for 300-level mathematics electives. Such courses must be approved by the Mathematics Department. The following courses illustrate the level which would be acceptable for this purpose: Chemistry 305, 306, Economics 351, 352, Physics 320, 332. This option is not open to majors with the teaching objective, since they already have a reduced requirement because of their concentration in education.

At least one course that may be counted toward the major will be given in the January Term.

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted with the potential as well as the limitations of computers at an early stage. In order to accomplish this, Mathematics 111-112 provides an introduction to FORTRAN and weekly computer laboratory periods in which problems related to calculus are carried out. Further experience in computing can be gained through Mathematics 165, 362, certain January Term courses, and through individualized study. Emphasis is placed on the computer as a tool to aid in the study of mathematics (as well as other fields) rather than on the general study of the nature of computers.

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Both descriptive statistics and the fundamentals of probability theory are considered as an introduction to the principal topic of statistical inference. The general principles of hypothesis testing are included, as well as the specific techniques of correlation, regression, and analysis of variance. Throughout, relevant applications are emphasized. An important aspect of the course will be a laboratory period in which students will become acquainted with some of the tools which are useful for modern statistical analysis. Credit may not be granted for Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for Mathematics 108 and Mathematics 111.

Staff

110 Introductory Analysis

This course serves primarily as a preparation for the study of calculus. Topics include: review of algebra and trigonometry, elementary functions, and basic concepts of calculus. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer laboratory periods in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours and a laboratory session each week.

Staff

117-118 Calculus and Matrix Algebra

This course is primarily devoted to those aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems, with constraints for functions of several variables. The course content, consisting of theory and applications, will be drawn from problems of economic theory. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Economics 101-102 or permission of instructor.

Messrs. Kellett and King

121 Honors Calculus

This course is designed for accelerated students who have been given one term advanced placement. The course will deal with selected topics from differential and integral calculus treated in more depth, and in some instances from a different viewpoint, than is customary in a first course. *Prerequisite:* Score of three or higher on Advanced Placement Examination or permission of the department chairman.

Staff

165 Introduction to Computing

This course provides a basic introduction to the nature of computers, and the design and implementation of programs which allow the computer to aid in problem solving. Students will learn to express algorithms as flowcharts and as FORTRAN programs. Topics covered include program debugging and verification, table look-up procedures, data structures, and elementary data processing. No more than elementary mathematics is assumed, and both numeric and non-numeric problems are considered.

Staff

180 Basic Concepts of Elementary Mathematics

This course is designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January term as J 18.

Mr. J. Held

207 Multivariate Calculus and Linear Methods

This course is especially appropriate for students in the social and biological sciences and is a sequel to Mathematics 107, 108. Topics to be covered include: partial derivatives, tangent planes, differentials, maxima and minima with and without constraints, multiple integrals, algebra of matrices, solutions to linear systems, linear programming. As an application of calculus, topics in continuous statistics will also be included. *Prerequisite:* Mathematics 107, 108.

Staff



211-212 Linear Algebra and Multivariate Calculus

Algebra of matrices, determinants, linear transformations, abstract vector spaces, vector calculus, multiple integration, line and surface integrals, including Green's and Stoke's theorems, Fourier series. *Prerequisite:* Mathematics 112 or 121. Four lecture hours per week.

Staff

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112 or 121.

Messrs. Flesner and Kellett

313-314 Mathematical Analysis

This course provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, functions of bounded variation, the Riemann-Stieltjes integral, and the Lebesgue integral. *Prerequisite:* Mathematics 212.

Mr. Holder

316 Complex Variable Theory

Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite:* Mathematics 313.

Messrs. Fryling and Leinbach

333-334 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, and fields, culminating in the fundamental theorem of Galois theory. Advanced topics in linear algebra. *Prerequisite:* Mathematics 234, Alternate years.

Messrs. Flesner, Kellett, and Leinbach

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

Messrs. Flesner and Moorhead

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.

Mr. Fryling

359 Stochastic Processes

This course will deal with the probability theory concerned with the flow of events in time such as birth, death, transformation, evolution, etc. It will introduce the student to a variety of theoretical principles and applied techniques. Topics included are: generating functions; recurrent events; random walks; Markov chains, homogeneous and non-homogeneous processes; queueing processes; epidemic and diffusion processes. *Prerequisite:* Mathematics 357-358.

Mr. King

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 212, or 118 and 165.

Mr. Leinbach

363-364 Applied Mathematical Analysis

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 212.

Messrs. Holder and Mara

365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisite:* Mathematics 212.

Messrs. Holder and Leinbach

381, 382 Selected Topics

The course will deal with some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, advanced topics in statistics, numerical analysis, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

Staff

MUSIC

Associate Professors Getz, Nunamaker, Weikel (*Chairman*), and Zellner
Assistant Professors Belt and Finstad
Instructors Matsinko and Morden
Private Instructors in Music Anderson, M. Hook, and Petrella

This department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in music or Bachelor of Science degree with a major in music education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment. The Department requires an informal audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in music education (see page 34) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools, in Pennsylvania and nearby states with reciprocal agreements.

Requirements for a major in music leading to a Bachelor of Arts degree consist of 12 full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus quarter courses in the student's major applied area totaling one and three-quarters full courses (7 quarter courses). The student major must also participate for four years in an authorized musical group and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. program with the exception of Music 341 and 342.

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 312, 313, 314, and certain designated January Term courses.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Morden and Nunamaker

103 The Symphony

The standard symphonic repertoire is listened to and discussed and is related to its cultural setting.

Mr. Finstad

104 Opera

Standard operatic works are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

A study of the major trends in twentieth century music with emphasis on the music of Stravinsky, Schoenberg, Bartok, and the Avante Garde composers. This course is designed for students with a music background.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique—especially melodic analysis. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales. Correlated sight singing and aural perception skills. Keyboard application.

Messrs. Weikel and Getz

241 Theory III

An intensive study of the common practice period; extensive written and analytic projects; study of musical structure through small forms. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

242 Theory IV

An intensive study of late romanticism to the present day by means of analytic and written projects. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

341 Theory V

A study of the structural organization of music including the analysis of the larger forms of composition drawn from the standard literature of the eighteenth-twentieth centuries.

Mr. Weikel

342 Theory VI

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble).

Mr. Morden

205 Choral Conducting

Development of a basic conducting technique. Emphasis placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score reading involving instrumental interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J22 Principles and Procedures of Teaching Music in Elementary School

The methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Messrs. Getz and Finstad

321 Principles and Procedures of Teaching Music in the Secondary School

The principles and procedures of teaching music in the secondary school. Study of methods and materials relative to music classes and performance groups. The evaluation of material, methods, and techniques.

Mr. Getz

303 Sixteenth-Century Counterpoint

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

An introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression; composition in the various forms.

Mr. Belt

312 History of Medieval, Renaissance, and Baroque Music

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

Mr. Nunamaker

314 Music in the Twentieth Century

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

Mr. Nunamaker

474 Student Teaching

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Offered in spring term only.

Three course units

Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

APPLIED MUSIC

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term. Supplementary piano and voice may be in classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument.

Two ¼ courses
Mr. Zellner

113-114 Brass Instrument Class

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Two ¼ courses

Mr. Morden

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their playing techniques and teaching procedures.

¼ course

Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$95.

¼ course

Mr. Finstad and Mrs. Hook

122 Voice Class

A study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation.

¼ course

Mr. Finstad and Mrs. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$95.

¼ course

Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature.

¼ course

Messrs. Matsinko and Belt

125 Organ

Private instruction designed to include literature of various periods, sight reading, hymn-playing and transposition, chant and anthem accompanying, and rudiments of modulation and improvisation. Required: repertory class every two weeks. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$95.

¼ course

Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$95.

¼ course

Messrs. Zellner and Morden

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$95.

¼ course

Mr. Nunamaker

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

131 College Choir

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes a two-week concert tour each spring. Five rehearsals weekly.

No credit

Mr. Getz

132 Chapel Choir

This Choir performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Three rehearsals weekly.

No credit

Mr. Matsinko

133 Band

Membership in the Band, which is open to men and women, depends entirely on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Three rehearsals weekly.

No credit

Mr. Zellner

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit

Mr. Nunamaker

PHILOSOPHY

Professors Coulter and Richardson (*Chairman*)
Associate Professor Schubart

Philosophy is a study of questions and answers in search of human perspective. Philosophy asks such questions as: What kind of a universe do we live in? How can we obtain knowledge? What values should we live for? What goals and responsibilities should we choose? What is science? How can we communicate with each other? What do words mean? In trying to answer such questions both the questions and the answers are explored.

The courses offered by the Philosophy Department are designed to help students explore the assumptions that any inquiry makes about human beings, their place in nature, their role in history and the purposes which are involved in the social, scientific, religious, ethical, and aesthetic aspects of human existence. Such inquiry can help students integrate the knowledge gained from all their courses into a more coherent perspective.

The program of the Department is designed to help students gain such a perspective in a number of different ways. A student can take courses in philosophy to fulfill a distribution requirement and/or to supplement a major in another department. A major in philosophy might be chosen for its own sake, or as preparation for further work in a number of different fields. Philosophy can be chosen as a second major along with a major in another department. The members of the Department are also interested in encouraging students to design Special Majors in which philosophy is an integral part.

A typical philosophy major includes eight courses in the Department, chosen in consultation with the student's adviser. The number of such required courses has been deliberately kept low so that students may be able to take advantage of the whole curriculum of the College.

102 Ideas of Men

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Russell, Kierkegaard, and Sartre.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

221 Introduction to Philosophy

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his or her own philosophy.

Mr. Richardson

223 Ethics

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite*: one course in philosophy or permission of instructor.

Mr. Schubart

303 History of Philosophy: Classical Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

304 History of Philosophy: Medieval and Early Modern

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

314 Seminar in Philosophy of Law

The principal philosophies of law. The course includes such topics as the relation of law to culture, to ethics, and to political theories, and the significant developments in law in the eighteenth, nineteenth, and twentieth centuries. Not offered 1977-78.

Mr. Schubart

320 Seminar in Nineteenth Century Philosophy

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and as significant new constructive attempts.

Mr. Richardson

321 Seminar in Twentieth Century Philosophy

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

Mr. Schubart

332 Seminar in Ethics

The course covers such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation.

Mr. Schubart

334 Seminar in Philosophy of Art

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

Mr. Schubart

337 Seminar in Philosophy of Religion

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

Mr. Richardson

340 Metaphysics

A systematic study of some of the major issues raised when we attempt to formulate our basic assumptions about the "real" world. Emphasis will be upon such ontological questions as the relation between mind and body, and the existence of a supernatural being. Alternate years, offered 1978-79.

Mr. Coulter

400 Senior Seminar

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems, or on one of the major contemporary philosophers.

Mr. Richardson

Individualized Study

With the consent of the Department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated spring term.

Staff

PHYSICS

Professors Daniels, Haskins, and Mara
Associate Professors Cowan (*Chairman*),
T. J. Hendrickson, and Scott
Assistant Professor Marschall

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The Department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students may pursue investigations devised by themselves, or they may assist the physics faculty in their ongoing projects. Students are encouraged to take advantage of these opportunities, since only by participating in these ways can they experience physics as the activity that it is.

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UBV photometer, a 12" Varian electromagnet, and an astronomical spectrometer. All the Department's facilities plus the computer are available for use by physics students.

The minimum physics major consists of eight courses including Physics 111, 112, 203, 206, and J26. This minimum major is excellent preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Physics graduates are prepared to pursue graduate work in physics and in allied fields such as: astronomy; astrophysics; biophysics; geophysics; mechanical, electrical, and nuclear engineering; physiology; space science; oceanography; meteorology; and environmental studies.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors must also exhibit increasing competence with the computer and programmable calculator facilities as they progress through the courses in the physics curriculum.

Qualified students should apply to take the seminar courses during their upperclass years. Honor students majoring in other departments are also encouraged to enroll in these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

Qualified majors should also consider the opportunities afforded by Physics 452. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year. Some of the outstanding graduates of the Department decided to major in physics at the end of their sophomore year.

The Department administers the Cooperative Engineering Program with Pennsylvania State University and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 203, J33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State or RPI. For more details on the Cooperative Engineering Program, see page 39.

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Physics 101 Energy in the Modern World

Designed for students not majoring in science or mathematics. Energy concepts are used as a unifying theme for the study of the basic laws of mechanics, heat, electromagnetism, and nuclear physics. These laws are applied to the study of electricity generation, nuclear energy, solar energy, windmills, and other topics relevant to the energy problem. Energy consumption and supply patterns of the United States are discussed. *Prerequisite:* Competence in high school algebra. Three class hours and three laboratory hours.

Mr. Cowan

Physics J1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

Physics 102 Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. The laboratory will stress astronomical techniques and will include both analysis of data and observations of the sky. *Prerequisite:* Physics 101. Three class hours and three laboratory hours.

Mr. Marshall

Physics 103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology: fluids, heat, radiation and the physics of vision and hearing. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours per week.

Mr. Scott

Physics 107 Topics in Astronomy

A single area of current interest in astronomy is highlighted in this course. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* completion of the college science distribution requirement or the consent of the instructor.

Mr. Marshall

Physics 111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

Physics 112 Relativity, Electricity, and Magnetism

The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

Physics 140 Environmental Science and Pollution

An introduction to the interactions between systems and man. Topics include the environment as a system, exponential growth, population, food supply, energy and resources, pesticides, solid wastes, and air, water and noise pollution. May not be counted towards a major in Physics. Not offered every year. *Prerequisite:* One course in Chemistry, Biology or Physics. Three class hours.

Mr. Cowan

Physics 203 Waves and Thermal Physics

Properties of light and sound waves including polarization, interference, and diffraction. Physical and geometric optics. Temperature, heat, and the first and second laws of thermodynamics. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

Mr. Daniels

Physics 206 Modern Physics

The phenomena leading to the concepts of quantum theory, photoelectric effect, Compton effect, discrete spectra, X-ray electron, and neutron diffraction. Black body radiation, statistical physics, the uncertainty principle, quantum states, and the quantum theory of atomic and nuclear structures. *Prerequisites:* Physics 112 and calculus. Three class hours and three laboratory hours.

Mr. Haskins

Physics J33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures; friction; centroids and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Mara

Physics 216 Engineering Mechanics: Dynamics

Motion of a particle; translation and rotation of rigid bodies; work and energy; impulse and momentum. Required for engineering students. *Prerequisite:* Physics J33. Three class hours.

Mr. Scott

Physics 301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

Physics 305 Astrophysics

The physics of the sun and stars. The consequences of radio, photometric, and spectroscopic observations for modern theoretical astronomy. Selected topics from among stellar atmospheres and evolution; variable stars; the effects of the earth's atmosphere and ionosphere, the interplanetary and interstellar media on radiation; radio sources. Qualified students may carry on observational projects. *Prerequisites:* calculus and two courses in physics. Not offered every year.

Mr. Marshall

Physics 319 Classical Mechanics

Topics covered include Newtonian mechanics, linear and nonlinear oscillations, Lagrangian and Hamiltonian dynamics, central force motion, noninertial frames, rigid bodies and the inertia tensor. *Prerequisites:* Physics 203 and Mathematics 212.

Mr. Hendrickson

Physics 320 Quantum Mechanics

Includes the Schrödinger and the Heisenberg development of quantum mechanics. Problems covered include the one dimensional square well and barrier, the harmonic oscillator, the rigid rotor, the hydrogen atom, and the helium atom. Time independent perturbation theory is introduced. *Prerequisites:* Physics 206 and 319. Three class hours.

Mr. Cowan

Physics J26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Mr. Haskins

Physics 330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction, Maxwell's equations in space, fields in different inertial frames, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Mara

Physics 332 Thermodynamics and Statistical Physics

General statistical methods. Classical and statistical thermodynamics. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Applications of statistical methods to selected topics in solid state physics, low temperature physics, and other fields. *Prerequisites:* Physics 206 and 319. Three class hours.

Mr. Hendrickson

Physics 341 Relativity, Atomic, and Molecular Physics

Special relativity; includes four vectors, tensor analysis, electro-magnetic field tensor. Atomic physics at a level requiring quantum mechanics: includes perturbation theory, angular momentum, hydrogen fine structure and hyperfine structure, helium atom, many electron atoms. *Prerequisites:* Physics 206, 330, and 320. Three class hours and three laboratory hours.

Mr. Haskins

Physics 342 Nuclear Physics and Fundamental Particles

Nuclear and particle physics at a level requiring quantum mechanics: including time-dependent perturbation theory, scattering, Breit-Wigner cross-section, Mössbauer effect, isotopic spin. *Prerequisite:* Physics 341 or 441. Three class hours and three laboratory hours.

Mr. Haskins

Physics 401 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval of department.

Staff

Physics 430 Electricity and Magnetism Seminar

Covers the same topics as Physics 330. See above description of seminar courses. *Prerequisites:* Physics 112, Mathematics 363, and the permission of the instructor. One seminar afternoon and three laboratory hours.

Mr. Mara

Physics 441 Relativity, Atomic, and Molecular Physics Seminar

Covers the same topics as Physics 341. See above description of seminar courses. *Prerequisites:* Physics 206, 320, 330, and the permission of the instructor. One seminar afternoon and three laboratory hours.

Mr. Haskins

Physics 442 Nuclear Physics and Fundamental Particles Seminar

Covers the same topics as Physics 342. See above description of seminar courses. *Prerequisites:* Physics 341 or 441 and the permission of the instructor. One seminar afternoon and three laboratory hours.

Mr. Haskins

Physics 452 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by the student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Work is reported in a departmental colloquium. *Prerequisite:* Approval of department.

Staff

POLITICAL SCIENCE

Professors Boenau (*Chairman*) and Jarvis
Associate Professor Mott
Assistant Professors Borock, MacLean, Nyitray,
and D. Tannenbaum

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state and local government, public and private interest groups, business, journalism, law, and teaching.

Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 151 should be taken as early as possible. In the junior and senior years, majors are urged to participate in small-group seminars and to take advantage of individualized study. Majors also are encouraged to enroll in related social science courses. Courses graded S/U are not accepted toward a major.

Majors are required to take work in each of the following groups:

- 1) Introduction to Political Science: 151
- 2) Advanced American government: at least 1 course from the following: 221, 222, 223, 224, 231, 311, 312
- 3) Comparative politics: At least 1 course from the following: 200, 201, 202, 203, 204, 205
- 4) International Relations: 241 or 242 or 245
- 5) Political Theory: 351 or IS 352

Any of the following courses may be counted towards the College distribution requirement in social sciences: 101, 151, 200, 201, 202, 203, 204, 221, 222, 223, 224, 231, 241, 242, 311, and 312.

151 Introduction to Political Science

A study of the scope of political science, the methodological approaches used, and the relation of political science to the other social sciences. Special attention will be given to major research sources and reference works useful to political scientists. Required of all political science majors.

Staff

101 American Government

The institutional structure and policy-making process of government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered. Not open to senior majors.

Staff

200 Introduction to Comparative Government

An introduction to the systematic and comparative study of political phenomena. Attention is given to central organizing concepts and to the process of formulating hypotheses, models, and theories. Problems considered include leadership and authority, political stability, civil strife and revolution, legitimacy, participation, and political development.

Staff

201 European Political Systems

An analysis and comparison of the political processes and forms of government of Great Britain, France, West Germany, and the Soviet Union.

Mr. Boenau

202 Asian Political Systems

An analysis and comparison of the political processes and forms of government of major Asian countries. Particular attention is devoted to China, Japan, and India.

Mr. Boenau

203 Latin American Political Systems

An analysis and comparison of the political processes and forms of government of selected Latin American countries. Consideration is given to the significance of geographical, social, economic, and historical factors in Latin American politics, as well as the role of the armed forces, the church, and organized labor.

Mr. Jarvis

204 African Political Systems

An analysis and comparison of selected independent states of Africa and their political processes and forms of government. Attention is given to the significance of the colonial period, national independence movements, socio-economic and political problems of developing states, and attempts to promote regional and continental unity.

Mr. Jarvis

205 The Politics of Modernization

An analysis of politics in the developing countries or Third World. Attention is given to such topics as the role of peasants and new elites, the military, agricultural transformation and land reform, incremental transformations and revolutionary change, the role of ideology, and the relationship of the developed world to the developing countries.

Staff

221 State and Local Government

A study of the structure, functions, and political processes of non-national government in the United States.

Mr. Tannenbaum

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators.

Mr. Tannenbaum

223 Legislative Process

The course focuses on the United States Congress. Topics covered include: theories of representation; nomination and electoral processes; internal organization of Congress; influences on Congressional policy-making; and Congressional interaction with other participants in the policy process.

Mr. Nyitray

224 Presidential Politics

The role of the Presidency in the American political system; the selection of presidential candidates; the Presidency and bureaucratic structures and procedures; presidential leadership; and the Presidency in the policy process.

Mr. Nyitray

231 American Parties and Politics

An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including social trends, interest groups, political leaders, and leadership. Two-party politics is compared to the politics of third parties and mass movements. Aspects of voting behavior and campaign techniques are considered.

Mr. Mott

241 International Relations

An examination of the theory and practice of international politics. Attention is given to the various approaches to the study of international politics and the major forces governing relations between states. Topics will include conflict and behavior, foreign policy, transnationalism, organization, power, force, and ethics.

Mr. Borock

242 American Foreign Policy

An analysis of the development, implementation, and effects of U.S. foreign policy.

Mr. Borock

245 World Order

An examination of international organization, regionalism, and security systems as they effect the reduction of international violence and promote tolerable standards of stability.

Mr. Borock

311, 312 American Constitutional Law

The first term deals largely with case studies of Supreme Court decisions involving powers and limitations of the legislative, executive, and judicial branches of government and decisions involving the principles of federalism, separation of powers, and judicial review. The second term deals primarily with case studies relating to Constitutional guarantees of individual rights. Either course may be taken independently of the other.

Mr. Jarvis

351 History of Political Thought

A study of the development of Western political thought from the ancient Greeks to the nineteenth century.

Mr. Boenau

IS 352 Modern Political Thought

For course description see Interdepartmental Studies.

Mr. Tannenbaum

400 Seminars

The student is offered opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

The student selects an approved topic for intensive study and presents his or her findings in the form of oral or written reports to a member of the staff responsible for supervising his or her research activities and reports. Open only to senior majors or with permission of the instructor. Repeated in the spring term.

Staff

PSYCHOLOGY

Professors Mudd (*Chairman*) and Platt
Associate Professors D'Agostino, Frank,
Pittman, and Shand
Assistant Professor Gobbel
Instructors Brady and Gay

The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in Psychology, including independent study, and by providing selected opportunities for field experience.

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses from among 314, 316, 317, 318, 325, or 336. Training in computer programming also is recommended. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 214, 225, 226, 320, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception and cognitive processes will be developed more completely. Offered in the spring term.

Messrs. D'Agostino and Mudd

210 Behavioral Economics and Social Engineering

An introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The process and evaluation of decision-making in the public and private sectors of the economy are considered from a behavioral science point of view. The potential contribution of behavioral systems analysis to more effective social and economic planning is reviewed.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and two laboratory hours.

Mr. Shand

214 Social Psychology

A review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, interpersonal perception, and the cognitive control of motivation.

Mr. Pittman

225 Developmental Psychology: Infancy and Childhood

A comprehensive study of the psychological development of the individual, from conception to adolescence. Topics include perception, learning, early experience, cognition, etc. Various theoretical issues and perspectives are discussed.

Mmes. Gay and Gobbel

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: physiological changes; vocational, social, sex-role and value development; and the search for identity. Psychology 225 is recommended as a prerequisite but not required.

Mrs. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, religious dogmatism and prejudice, open and closed mindedness, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino, Mudd and Pittman

314 Assessment of Personality and Intelligence

Experimental and correlational methods in the study of human characteristics of personality and intelligence, including factor analysis and the use, in experiments, of intelligence tests and projective techniques. Laboratory includes a review of current methods and experimental designs for the study of such topics as prejudice, humor, self-concepts, handwriting, belief, creativity, art and music. Each student will choose one topic and design an experiment or factor-analytic study. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

An introduction to sensory and perceptual processes. Lectures deal with the analysis of psychophysical phenomena such as stimulus properties and thresholds, sensory coding, adaptation effects, feature detection, constancies, meaning, and the influence of motivational states on the perceptual response. Laboratory work includes several minor studies and one major research study on a special topic such as person perception, sensory control of behavior, etc. *Prerequisites:* Psychology 305, 204. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Psychology of Verbal Learning and Memory

An introduction to human verbal learning and memory. Topics include associative learning and short and long-term retention with particular emphasis on storage and retrieval processes. *Prerequisites:* Psychology 305, 204. Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

A specific content area in social psychology, selected from among topics such as attitude change, interpersonal perception, and cognitive control of motivation, will be studied. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of several experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

320 Dynamics of Human Adjustment and Personality

Textbook and collateral readings combine in an examination of major assumptions and strategies in the scientific study of personality. Lecture and discussion focus on learning, affective, and cognitive processes as unifiers. The usefulness of verifiable evidence is emphasized. *Prerequisites:* Two courses in psychology; junior or senior standing.

Mr. Frank

325 Experimental Psychology of Life-Span Development

Life-span developmental psychology will be studied in depth. Specific areas will be selected from cognitive, social, sensory and perceptual development. Laboratory sessions will provide an opportunity to learn research techniques appropriate for developmental investigation. Students will design, execute and analyze an independent project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and the equivalent of three lab hours.

Mmes. Gay and Gobbel

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214 or 320 recommended but not required; open to juniors and seniors only.

Messrs. Frank and Shand

336 Physiological Psychology

A study of the anatomical and physiological bases of behavior and cognition. Emphasis is placed on the neuro-psychology of sensation, motivation, memory and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis as schools of thought which have contributed to the formulation of the different theoretical emphases evident in present-day psychology.

Mr. Mudd

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term will be announced in advance. Enrollment by permission of the instructor. May be repeated.

Staff

Individualized Reading

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest. In the course of his or her study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. The research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

The Honors Thesis is designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

RELIGION

Professors Dunkelberger (*Chairman*), Freed, Loose, and Moore
Associate Professor Hammann
Assistant Professor Trone
Lecturer Jordahl

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. The Senior Seminar (400) is required of all majors. Pre-theological students and those contemplating church vocations should especially consider a major in this Department.

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 127, 131, 132, 133, 134, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for the Senior Seminar [400] and Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in addition to the one-course distribution requirement in religion.

Of particular interest to religion students and majors are the College-approved bilateral study arrangement with the University of Pennsylvania and the India Semester Program offered through the Central Pennsylvania Consortium in conjunction with the University of Mysore in India. The India Semester, with the Department approval, may count as one course credit toward the major.

BIBLICAL STUDIES

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Repeated spring term.

Messrs. Moore and Freed

111 History, Literature, and Religion of the New Testament

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world. Repeated spring term.

Messrs. Freed and Moore

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. Alternate years: offered 1977-78.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Spring term each year.

Mr. Moore

203 Biblical Archaeology

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course. Fall term each year.

Mr. Moore

311 The Life and Teachings of Jesus

A critical survey in depth of the life and teachings of Jesus as presented in the Gospels of Matthew, Mark, and Luke. Among others, the problems of historicity and mythology in the Gospels are dealt with in an effort to learn about the life and way of Jesus. *Prerequisite:* Religion 111. Offered alternate years.

Mr. Freed

312 The Gospel of John

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writing of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101. Offered alternate years.

Mr. Freed

HISTORY OF RELIGIONS**121 Church History: To the Eighth Century**

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

Staff

142 Great Religious Personalities

A critical and comparative study of great religious personalities of the past, especially founders of religious traditions, like Moses, Confucius, Gautama the Buddha, Jesus the Christ, Paul, Mohammed, Augustine, Luther, Nanak, and some recent charismatics. Evaluations will consider the historicity of evidence, the development of a tradition, the ethics attributed to the individual and the theological ideas which he may have espoused. Spring term every year.

Mr. Dunkelberger

IS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

222 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the formative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism. Offered alternate years, fall term.

Mr. Dunkelberger

241 The Religions of South Asia

An historical and phenomenological study of the religions of South Asia: Hinduism, Jainism, Buddhism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious tradition from east or west Asia that can be contrasted with Buddhism. Insofar as possible original sources in translation will be used. Spring term every year.

Mr. Hammann

RELIGIOUS THOUGHT**131 Religion and Modern Man—An Introduction**

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene. Fall term every year.

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems. Offered fall and spring terms, alternating with 232.

Mr. Loose

133, 134 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writing studied will change from semester to semester as new issues are raised and new answers attempted. If a student has taken 133, he may take 134 only with the permission of the instructor.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, Hesse, Percheron, and others will be read. Fall term every year.

Mr. Hammann

136 Religions From the Center to the Fringe

An historical and critical study of recent sectarian and cultic developments primarily in the western religious traditions. Such movements as Ba'hai, Christian Science, Mormonism, Zen in the West, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements. Spring term every year.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer or theme in the field of Religious Thought.

Staff

IS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructive less whereas compliance with the goal leads to creative self-fulfillment. Offered fall and spring terms, alternating with Religion 132.

Mr. Loose

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions. Fall term each year.

Mr. Hammann

IS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

331 The Church Fathers

For Orthodox theology and for Roman Catholic theology, the Church Fathers are norms for Christian thought. They were the expositors of the faith as defined by the Ecumenical Councils of the Church, and they were essential for the Medieval theological disputes. The study will begin with Paul of Tarsus and end with the last of the Latin Fathers, Isidore of Seville (d. 600), and with the last of the Greek Fathers, John of Damascus (d. 749). In seminar fashion, the backgrounds, personalities, and the writings of the Fathers, their opponents, and friends will be discussed.

Mr. Trone

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered. Alternate years; offered 1977-78.

Mr. Dunkelberger

333 Contemporary Religious Thought in the West

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

400 Senior Seminar

The seminar provides a supervised program of intensive research, discussion, written papers, and oral reports, emphasizing methods of interpretative analysis and requiring a knowledge of the important and current literature in the areas selected by the student. It is open to advanced students by permission of the staff.

Staff

Individualized Study

With the consent of the Department, a student may take a course of directed study and conferences supervised by a member of the staff. Repeated in the spring term.

Staff

RESERVE OFFICER TRAINING CORPS

Army ROTC: Military Science

Professor Vossen (*Chairman*)

Assistant Professors Cocks, Snodgrass, Culver, and Foster

Assistant Instructors Czarnecki, Stollar, and Thompson

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others. The Department's course offerings, open to all students for credit, are distinguished from the Army Reserve Officer Training Corps (ROTC) Program.

No military obligation is connected with enrollment in a departmental course of the first two years of the ROTC program. Selected men and women continuing in the program beyond the Sophomore year (the Junior and Senior years are known as the Advanced Course) agree to a military service obligation. This obligation should be investigated on an individual basis; it is normally three years but may be for as little as three months. ROTC graduates are commissioned as Second Lieutenants in the U.S. Army, the Army Reserve, or the National Guard. Officers may obtain delays for graduate study and/or qualify for such study at government expense.

Although originally designed for four years, the ROTC Program may be reduced by:

a. Acceleration—Students may enter the program during the latter portion of the freshman year, or later. Completion of required courses can be accomplished in three years.

b. Basic Camp and Advanced Placement—By attending a six-week summer program students may qualify for Advanced Course enrollment with remaining work to be completed in two years. Those with prior military training through active service, high school or college ROTC, or at a service academy, may be granted advanced placement of up to three years, allowing program completion in one year.

101 Introduction to Military Science

A study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, introduction to leadership through practical exercises. *Prerequisite:* Permission of the instructor. ¼ Course Credit

102 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his or her interests and that would benefit him or her in the military. *Prerequisite:* MS 101. ¼ Course Credit

201 American Military History

A study of the development of American military institutions, policies, experience and traditions from colonial times to the present. Covers interrelationship between the military and other aspects of American society. *Prerequisite:* Permission of the instructor. ¼ Course Credit

202 Enrichment Course

(Same as MS 102)

¼ Course Credit

301 Advanced Military Science I

Consists of two subcourses, one dealing in principles of leadership and their application in both a military and non-military environment. The second subcourse deals with study and practical exercises in effective speaking and writing. *Prerequisite:* MS 101-102, 201-202, or six week basic camp between sophomore and junior year. *Prerequisite:* Permission of the instructor, if not enrolled in the ROTC program. 1 Course Credit

302 Advanced Military Science II

Consists of two subcourses, one concerned with military law and its application at the junior officer level, and the second with small unit tactics in which the student learns through practical exercises the basic principles of handling small tactical units in combat. *Prerequisite:* MS 301 or permission of the instructor. 1 Course Credit

311 Advanced Military Science III

Consists of three subcourses: the first is concerned with international relations and the United States, the second with military operations involving the various elements of the Army, and the third with military intelligence. *Prerequisite:* MS 301-302 or permission of the instructor. 1 Course Credit

312 Advanced Military Science IV

Consists of several subcourses dealing in management techniques, a study of logistics, command and staff and administrative functions, and obligations and responsibilities of a military officer. *Prerequisite:* MS 311 or permission of the instructor. 1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering Techniques, Survival Techniques and Orienteering.

ROMANCE LANGUAGES AND LITERATURES

Professor Kurth

Associate Professors Barriga, Lenski, and Miller (*Chairman*)

Assistant Professors C. M. Hendrickson,

Michelman, Viti, and Weaner

Instructors A. Tannenbaum and B. Fick

Lecturers Aguirre, Kline, Lima, and

E. Viti

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching, social work and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and six additional courses above the 206 level. French majors may substitute French 303 for French 302. French majors must include French 305 and 306 in their major program. Spanish majors must include Spanish 305, 306, and 307 in their major program. French or Spanish Individualized Study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department.

Some courses for majors are offered in January. However, majors in French or Spanish may count only one January Term course in their respective majors toward the major requirements.

Prior to their first registration at the college, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 313, 320, 321, 322, 324, 325, 327, 328; Spanish 205, 206, 305, 306, 307, 313, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 202, 203, 205, 206 or a course at the 300-level or above. Achievement equivalent to 202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French or Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairman, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310, Spanish 310, Spanish 311, and Spanish 312 fulfill distribution requirements in history, philosophy or religion.

FRENCH**101, 102 Elementary French**

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

Staff

103, 104 Fundamental French

Fundamentals of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201, 202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination. Language laboratory usage is required.

Staff

203 Advanced Intermediate French

Composition and conversation which fulfills the language requirement in one term. Offered fall term only. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

These courses have two objectives, skill in reading French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1978-79.

Mrs. Tannenbaum

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts: representative readings and discussion of outstanding writers and of main literary currents. *Prerequisite:* French 202 or equivalent.

Messrs. Michelman and Viti

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* French 202 or equivalent. Alternate years. Offered 1977-78.

Staff

313 Studies in Literary Topics

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from year to year and may include some of the following: French comedy, the *moraliste* tradition, Rabelais, la *préciosité*, French women writers. Enrollment open to Juniors and Seniors, to others by permission of the instructor. Fulfills distribution requirement in literature as well as a major course requirement.

Staff

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists and the Surrealists. *Explication de Texte* will be used extensively. Alternate years. Offered 1978-79.

Mr. Kurth

321 Seventeenth Century Theatre

French drama, comedy and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1977-78.

Mr. Kurth

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1977-78.

Mrs. Tannenbaum

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theater. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1978-79.

Mr. Viti

325 From Realism to Symbolism

The literary and social aspects of the *realist*, *naturalist*, *symbolist*, and *decadent* movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Alternate years. Offered 1978-79.

Mr. Viti

327 Contemporary French Theatre

Study of major trends in modern French drama. Giraudoux, Cocteau, Claudel, Montherlant, Anouilh, Sartre, Camus, Ionesco, Beckett, Genet. Alternate years. Offered 1977-78.

Mr. Lenski

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1978-79.

Mr. Lenski

400 Seminar

An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor in consultation with the students. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

SPANISH**101, 102 Elementary Spanish**

Elements of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have not studied Spanish previously.

Staff

103, 104 Fundamental Spanish

Fundamentals of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201, 202 Intermediate Spanish

Practice in oral and written expression and grammar review; readings and discussions of Spanish writing as contact with Hispanic Culture. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Language laboratory usage is required.

Staff

203 Advanced Intermediate Spanish

Composition and conversation which fulfills the language requirement in one term. Offered fall term only. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in Spanish and Spanish American Literature

These courses have two objectives, skill in reading Spanish prose for comprehension and reading a significant amount of Spanish and Spanish American literature of literary and cultural merit. Conducted in Spanish, these courses differ from Spanish 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

305, 306 History of Spanish Literature: Origins to 1700, 1700 to present

The development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1978-79.

Staff

307 History of Spanish-American Literature

Study of the essay, the short story and especially the poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1977-78.

Staff

310 Spanish Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Spain. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1977-78.

Mrs. Hendrickson

311 Latin American Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Latin America. Pre-Columbian cultures (Maya, Aztec and Inca), the Conquest, the Colonization and the Independence periods will be examined. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1977-78.

Mrs. Hendrickson

312 Latin America

A cultural history of Central America, South America and the Caribbean. The course will deal with Pre-Columbian culture as well as the influences of Spain, Portugal and the United States. An inter-disciplinary course illustrating the dynamics of contemporary culture and society. Fulfills distribution requirement in history, philosophy or religion. No prerequisite. Taught in English. No knowledge of Spanish necessary. Alternate years. Offered 1978-79.

Mrs. Hendrickson

313 Studies in Literary Topics

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from year to year and may include some of the following: Spanish essays, the picaresque tradition, Quevedo, naturalism, Spanish exile writers. Enrollment open to Juniors and Seniors, to others by permission of the instructor. Fulfills distribution requirement in literature as well as a major course requirement.

Staff

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course, and much poetry will be read orally and discussed. Alternate years. Offered 1978-79.

Staff

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1977-78.

Mr. Barriga

322 Theater of the Golden Age of Spain

Development and characterization of the Spanish Theater with emphasis on the three masters: Lope de Vega, Tirso de Molina and Calderón de la Barca. Alternate years. Offered 1978-79.

Mr. Barriga

324 Contemporary Spanish American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1978-79.

Mrs. Hendrickson

325 Nineteenth Century Spanish Prose

Studies in the essay, short story and novel of romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1977-78.

Mr. Barriga

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1978-79.

Mr. Miller

400 Seminar

An intensive study of a particular aspect of Spanish literature civilization or culture to be determined by the instructor in consultation with the students. *Prerequisite:* Permission of the instructor and approval of the Department Chairman.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

SOCIOLOGY AND ANTHROPOLOGY

Professor Hook (*Chairman*)

Assistant Professors Emmons, Hinrichs, and Landis

Instructors Loveland and Marconi

Studies in the department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

Requirements and Recommendations Concentration in sociology and anthropology requires the successful completion of nine courses in the Department. Sociology 101 is normally a prerequisite for all other sociology courses; and anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background.

Exemption from Sociology 101 is possible through satisfactory performance in a written examination. Students majoring in the Department must take 101, 302, 303, 304, 400 or 460, one course in anthropology, and any three of the remaining departmental offerings. In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students do not customarily enroll for both Sociology 400 and 460. Students are expected to complete the Undergraduate Program Field Test (of the Educational Testing Service) in sociology in the spring semester of the senior year. An effective Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by students.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 107 and 165 are recommended as preparation for graduate study in sociology.

All courses except Sociology 301, 302, and 303 may be used toward fulfilling distribution requirements in social science.

SOCIOLOGY**101 Introductory Sociology**

A study of the basic structures and dynamics of human societies; the development of principles and basic concepts used in sociological analysis and research; discussion of such topics as culture, socialization, social institutions, stratification, and social change

Staff

201 Issues in Contemporary Society

Analysis of social issues and problems from the perspectives of value-free sociology and radical sociology. Topics include inequality, population and environment, political and economic institutions, deviance, and war.

Mr. Emmons

202 Social Stratification

Analysis of contemporary systems of social stratification and social mobility, with special attention given to advanced industrial societies in the light of selected classical and contemporary theorists.

Mr. Emmons

203 Population

Analysis of demographic trends and related population problems. Topics include: population theories, mortality, fertility, over-population, human ecology, population and the eco-system.

Staff

205 Sociology of Religion

Examination of the relation between religion and society. Topics include definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society, with relevant comparisons from other cultures. Topics include: mate selection, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology, beginning with a discussion of criminal law and an analysis of the current data on the extent of crime. Comprehensive examination of criminal justice system: the police, the courts, and corrections is included. Other topics include crime causation, criminal behavior systems, and victimology.

Mr. Hinrichs

208 Urban Sociology

A study of urbanization in world perspective. Topics include the historical development of cities, the present state of urbanization around the world, urbanism as a unique way of life, urban ecology, metropolitan sub-areas, contemporary urban dynamics, and the assessment of the present and future role of cities. Special attention is given to problems of modern metropolitan communities and urban planning.

Mr. Hinrichs

209 Racial and Ethnic Relations in America

A comprehensive study of ethnic and minority relations in the United States. Topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community. Case studies include such groups as black Americans, white Protestant Americans, American Indians, and Chinese Americans.

Mr. Emmons

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change.

Staff

212 Social Deviation

Examination of the concept of social deviance and exploration of the various theories of deviance. Emphasis is given to conflict, structural-functional, and interactionist perspectives, as well as to biological and psychological causation theories. Topics for discussion include alcohol and drug use, sexual deviation, mental illness, and skid row.

Mr. Hinrichs

213 Political Sociology

An analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined.

Staff

214 Sociology of Organizations

A study of the complex organizations, such as business and industrial corporations, churches, schools and universities, prisons, and others.

Staff

217 Sociology of Women

Micro and macro level analysis of the role of women in contemporary society. Course centers on discussion of sex roles in today's world; social causes of sex role differentiation; the various forms of sexual inequality; and proposed solutions. Topics include socialization; the place of women in American educational, occupational, and political systems; and the women's movement.

Staff

218 Sociology of Work

Analysis of occupational and industrial structures. Topics include: industrialization, social organization of work, formal and informal work structures, worker-management relations, occupational mobility, and career development. Special attention is given to professional and managerial career patterns and to the development of the professions.
Staff

301 Sociology of Social Welfare

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice, with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case work, group work, and community organization.
Staff

302, 303 Methods of Sociological Investigation

A two-term course exploring the various elements in the research process; research planning, research design, and various quantitative and qualitative techniques used to gather, analyze, and report data.
Staff

304 The Development of Sociological Theory

An examination of the ideas and important contributions of selected theorists in the development of sociological thought, with emphasis given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.
Mr. Hook

400 Seminar

Intensive investigation of various sociological topics under the direction of a member of the departmental staff. The particular seminar to be given each semester will be listed at the time of registration. Intended primarily for senior majors, but open in special cases to juniors or well qualified students majoring in other departments.
Staff

450, 470 Individualized Study

Individual study in fields of special interest outside the scope of regular course offerings. Consent of the Chairman and of the instructor is required.
Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a member of the department. Presentation of a formal paper incorporating the results of the research. Required for departmental honors. Juniors and Seniors.
Staff

ANTHROPOLOGY

102 Introduction to Anthropology: Biological Anthropology and Human Evolution

A survey of the biological and/or cultural changes comprising human evolution and inter-relationships between these two aspects. Discussion of man's primate heritage and continuing evolution.
Mr. Loveland

103 Introduction to Anthropology: Social-Cultural Anthropology

The comparative study of human social institutions and cultures, as well as consideration of theories which purport to account for the origin, maintenance, or change in these.
Mr. Loveland

211 Native Americans: A survey of Amerindian Cultures

An introduction to the traditional aspects of Native American cultures and the present day situation of Native Americans. Analysis of the role of socioeconomic, political, legal, and religious factors in the process of rapid socio-cultural change. Examples will be drawn from the major culture areas of North America.
Mr. Loveland

215 Culture and Personality

A study of the influence of cultural patterns and social institutions upon the structure and dynamics of the human personality and the socialization of the individual.
Mr. Loveland

216 Folk Medicine and Folk Curing

Study of the systems of belief and knowledge utilized to explain illnesses in various cultures and the attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, and herbal medicines. Ethnographic examples are drawn mainly from American Indian and African societies.
Mr. Loveland

450 Independent Study

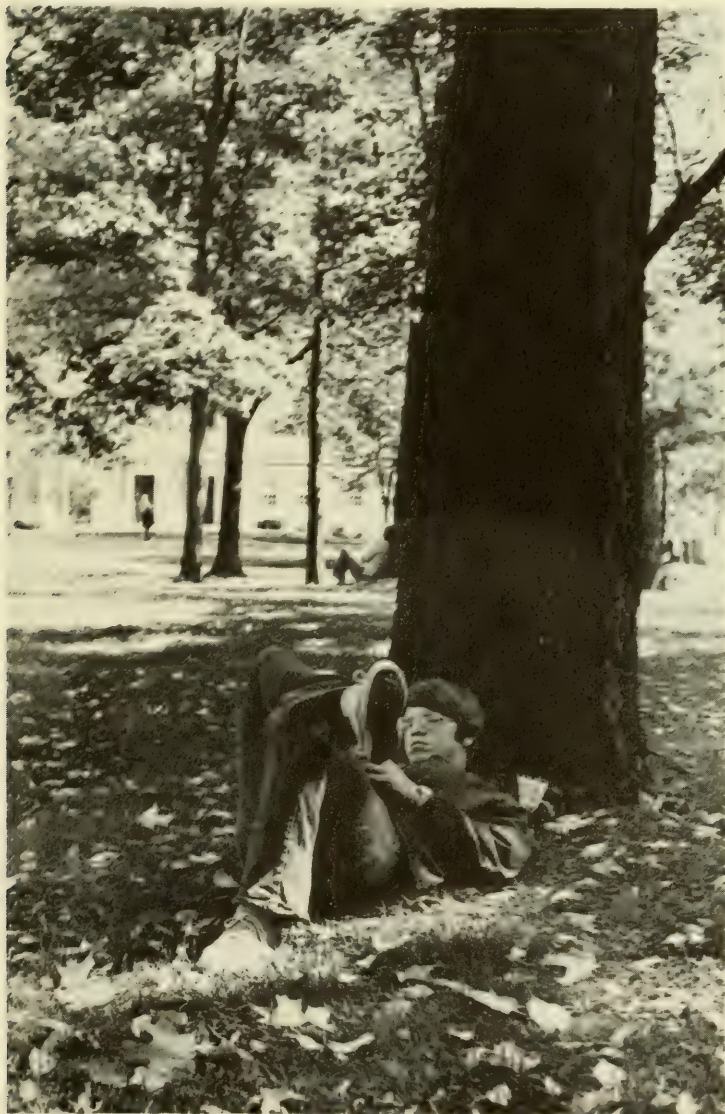
See Course Description Above.

470 Internship

See Course Description Above

GETTYSBURG

**Campus
Life**



The activities, members, and facilities of the Gettysburg College campus are all directed toward the single purpose of enhancing the student's liberal education.

LIVING ACCOMMODATIONS

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community are expected to live in a College residence hall or fraternity unless they have special permission from the Office of the Dean of Students to live in off-campus housing.

RESIDENCE HALLS

The majority of students at Gettysburg College live in College residence halls. Carefully selected student counselors and residence coordinators work closely with these students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. Students are encouraged to take responsibility for residence hall governance. They have equal representation, along with faculty members and administration, on the Residential Life Commission, which is charged with setting the regulations which apply to all College residences.

The College offers a variety of residential options, including opportunities for special interest housing for those students who wish to live together and work on a project of mutual interest throughout the academic year. There are both large and small residential units. Some house freshman men or women only; others house men or women of all classes.

Most student rooms are arranged for double occupancy. There are a few singles and some large enough to accommodate three or four persons. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Gordon-Davis Linen Supply Company, rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Cooking units are not permitted in rooms.

FRATERNITY HOUSES

On and surrounding the Gettysburg College campus, there are thirteen fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.

DINING ACCOMMODATIONS

All freshman and sophomore students must take their meals at the College Dining Hall with the exceptions of those living at home and of fraternity members and pledges who may choose to take their meals in fraternity houses. Juniors and seniors have the option of taking their meals in the Dining Hall on an individual meal or term basis or they may eat elsewhere.

RELIGIOUS LIFE AND CHAPEL COUNCIL

A major source of vitality at Gettysburg College is the people and programs of the Chapel and the Chapel Council. Though completely voluntary, a comprehensive Chapel program attracts students and faculty members holding a variety of religious commitments and is designed to provide opportunities appropriate to their needs and desires. One of the objectives of the College is to make it possible for students to grow in the understanding and practice of their own religious tradition, to appreciate the religious traditions of others, and to understand the relationship between faith and reason.

Corporate worship is a part of the Chapel's program; students from a variety of traditions worship in Christ Chapel each Sunday. The Service is led by the College Chaplains and the Chapel Choir. There is a Roman Catholic Mass on campus each Saturday evening, and a Quaker service in the Planetarium every Sunday morning. The Churches in the community also welcome students, and their pastors participate in the on-campus Chapel programs. Smaller groups of students participate in an experimental service on Monday evenings, and in a half-hour Communion on Wednesday evenings.

The Chapel Council, composed of 40 students representing the four college classes and all student committees, meets weekly to coordinate 26 programs. The *Tutorial Program* provides tutors for pupils in the local schools; 100 students participate in this program each year. The *Chapel Lecture Committee* sponsors outstanding speakers and films on both religious and social issues, and supports a short term "Visiting Theologian" and "Student Lecture Series." Two seminars on *Love, Sex, and Marriage* are held each year under the sponsorship of the Council. *JUNTO*, The Chapel journal of opinion, is published monthly, and each January the Council sponsors the *New York Field Trip*. *Bible study groups* are held throughout the year by the *Pax Fellowship*, a group of Christian students working together to deepen their understanding of the Christian Faith, and by the Council.

Communities of Risk are groups of ten students and a resource person committed to an exploration of ways of being human. Each COR group meets for one overnight a week for a semester at the College Conference House. *SEARCH* is a common interest group composed of ten students who have grown away from the Church and are openly curious about the meaning of the Gospel. *The Common Interest Group for Jews* is available for students desiring a deeper understanding of Judaism.

Pre-Seminary Students gather each month to hear speakers and discuss their professional goals. The *Community Services Program* involves 100 students in visitation at local homes and institutions for the aged and mentally handicapped, and is the on-campus liaison for the community big brother/sister program. In cooperation with the Office of the Dean of Students, the Council sponsors *Freshman Overnights* and *BRIDGE*, a small group developmental program for freshmen. In cooperation with the Interfraternity Council, it sponsors an all-campus fund raising event for *World University Service*. The Chapel Council formed the College's *Energy Use Planning Group* and cooperates with other campus groups on world hunger efforts. Two programs appropriate to faculty concerns, a *June Seminar on Religious Values in Higher Education*, and a *January Faculty Retreat*, are also sponsored by the Chapel.

Through these programs, and the personal counseling done by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Students. Several of these are listed below for the benefit of prospective students.

Alcohol Policy The College does not encourage the use of alcoholic beverages by students. Pennsylvania State Law provides that any person less than 21 years old who attempts to purchase, purchases, possesses, consumes, or transports any alcoholic beverage within Pennsylvania is subject to fine or imprisonment or both. The College expects the student to know and obey this law and its provisions. The College will not accept the responsibility for enforcing this law, but neither will the College in any way impede the legitimate efforts of the state to do so. Inappropriate behavior following the consumption of alcoholic beverages will be subject to disciplinary action by the College.

On-campus drinking is limited to residential living units, and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is subject to disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, visitation in private quarters of residence halls is normally limited to weekends and special occasions. In College residences the normal visiting hours are:

Friday	10 A.M. – 1 A.M. (2 A.M. on special weekends)
Saturday	10 A.M. – 2 A.M.
Sunday	10 A.M. – 12 midnight

Any living unit (residence hall floor, cottage, or fraternity) may further limit the "open" hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place at any time the living unit is open in designated public areas of all residences.

In some residences, there may be desire for more extensive visiting privileges. Thus, by two-thirds majority secret ballot vote of all those in a living unit, any upperclass unit, and freshman units beginning with the spring term, may petition the Associate Dean of Students for regular weekday visiting hours.

STUDENT GOVERNMENT

The faculty and administration believe that the College should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections. Some of the more important College agencies which involve students are described in the paragraphs which follow.

Residential Life Commission The Residential Life Commission is an organization composed of members of the student body, faculty, and College administration. This Commission has responsibility for studying matters and developing policies pertaining to student residential life and student conduct. Business may be brought to the Commission or legislation proposed by any member of the College community. The Commission's decisions are final except in cases where the President of the College or members of the College Board of Trustees initiate a review procedure.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate conducts class elections,

nominates candidates for outstanding achievement awards, and works with other college groups to plan such campus activities as Homecoming. Another important function of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

The Honor Commission The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the Dean of Students staff. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Students.

Student Conduct Review Board This committee handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives of the Interfraternity Council and Panhellenic Council, and nine other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social activities.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures Through a lecture program, which complements classroom study, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on a topic related to those years. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the general area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

John B. Zinn Seminars These seminars, established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus, bring men and women of outstanding ability in the field of Chemistry to present seminars on topics of current interest to the College campus.

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

PERFORMING ARTS

By sponsoring student organizations and department programs, the College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir, which has received international recognition, appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. By means of auditions held at the beginning of each school year, choir members are selected for voice quality, truthfulness of ear, and musical feeling.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Marching Band The Gettysburg College Marching Band opens its fall season with a band camp in preparation for performances at football games, rallies, and parades. The Band also hosts an annual High School Band Day.

Symphonic Band Auditions for the Symphonic Band are based on instrumental tone quality, technique, and musicianship. Besides the home appearances, an annual tour is taken to nearby communities and neighboring states.

Membership in small ensembles, such as the clarinet choir, the percussion ensemble, the woodwind quintet, and the brass and jazz ensembles, are open to qualified musicians.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, Owl and Nightingale, under the direction of the Director of Dramatics, each year offers four major productions. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre. In addition to the major productions, the Players also offer a Laboratory Theatre which produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. In both major and laboratory productions, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Modern Dance Group Included in the Performing Arts Program is the Modern Dance Group which, through workshops and performances, encourages students to participate in dance, and to attend modern dance performances at Gettysburg and theatres.

The CPC Summer Theatre Practicum This is an offering of the Central Pennsylvania Consortium, housed on the Gettysburg Campus. While offering cultural stimulation to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum, a college credit course whose members serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Artist in Residence During the year, usually in the January Term, the College has one or more Artists in Residence on the campus. These are drawn from the fields of music, theatre, and dance. An Artist in Residence works with students in demonstrating the skills and craft of the creative performing artist.

STUDENT COMMUNICATION MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community. Student contributions are also published in *Rhombus*, which is a literary magazine of student work from the four Central Pennsylvania Consortium Colleges.

The Gettysburg Review A biannual scholarly journal, *The Gettysburg Review* publishes student academic work of outstanding merit. The Academic Publishing Board of the Student Senate is responsible for this publication.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen at fall registration.

WZBT The College radio station (90.3 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

STUDENT ORGANIZATIONS AND ACTIVITIES

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study and a distinguished academic record. Gettysburg College faculty members and administrators who belong to Phi Beta Kappa elect students to the Gettysburg Chapter.

DEPARTMENTAL, PROFESSIONAL, AND HONORARY SOCIETIES

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national dramatic honor fraternity

Beta Beta Beta: a national honorary society for students of biology

Delta Phi Alpha: A German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: music fraternity

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in political science and economics

Psi Chi: national honorary society for students of psychology

Sceptical Chymists: an organization of students in chemistry

Sigma Alpha Iota: music fraternity

Sociology Club

Society for Physics Students: Student section of the professional society, affiliated with the American Institute of Physics: open to all students interested in physics.

Social Fraternities and Sororities On the Gettysburg College campus there are thirteen men's social fraternities and six women's sororities. All but one of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place at the beginning of the spring term. Each of these groups recognizes that the primary purpose of the College is academic; thus, each fraternal group encourages good scholarship.

WOMEN'S SORORITIES

Alpha Delta Pi	Chi Omega	Gamma Phi Beta
Alpha Xi Delta	Delta Gamma	Sigma Kappa

MEN'S FRATERNITIES

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau	Phi Kappa Psi	Sigma Nu
Omega	Phi Sigma Kappa	Tau Kappa Epsilon
Lambda Chi	Rho Beta	Theta Chi
Alpha	Sigma Alpha Epsilon	
Phi Delta Theta		

College Union The College Union is the center for many co-curricular activities at Gettysburg College. The campus community participates in a wide variety of programs offered through the Union.

Concerts, lectures, dances, theatrical productions, and other special events take place in the ballroom. The "Bullet Hole" (snack bar) serves as an informal campus meeting place. The Bookstore, also located in the Union, sells textbooks and, in addition, has a wide selection of reading materials, records, school supplies, and sundries. The Main Desk serves as an information and activities scheduling center for the campus.

The College radio station, record listening room, a recreation room, and the office of the Student Senate are located on the second floor of the College Union. Art exhibit showcases are included as a part of the second floor lounge, with a diverse selection of art exhibits being featured during the year.

Recreational facilities of the College Union include bowling lanes, an olympic six lane swimming pool, and game rooms for pool, bridge, chess, and table tennis.

The student College Union Board coordinates the activities sponsored by the Union, such as film series, popular concerts, dances, an arts and craft center, and a coffee house known as the Gangplank. Weekly and yearly activities calendars, and the daily *Potpourri*, containing commentary and announcements, are published by the College Union Board.

ATHLETICS

The College has an extensive program of inter-collegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	— Football Soccer	Field Hockey Volleyball	Cross Country
Winter	— Basketball Swimming Wrestling	Basketball Swimming	Rifle
Spring	— Lacrosse Tennis	Lacrosse Tennis	Baseball Golf Track and Field

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, bike racing, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, archery, billiards, bike racing, tennis, and softball.

STUDENT SERVICES

Deans' Offices The Office of the Dean of Students, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Dean of Students and one Associate Dean assist students in making educational plans and solving academic problems. Another Associate and two Assistant Deans, located in the same area of Pennsylvania Hall, assist students with housing and fraternity and sorority matters. They frequently are also concerned with questions of discipline.

The Dean of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Assistant Deans of the College supply information concerning study programs abroad, January Term programs, medical and dental school admission requirements, affirmative action, and institutional research.

Student Health Service Since continuity of medical information is of value to a student away from home, a complete physical examination before entering College is required. The report of this examination is kept confidential and remains on file at the Student Health Service.

The College maintains a health service for the benefit of all students. An agency of this service is a well-equipped College Infirmary, with twelve double rooms for in-patients, a two-bed isolation room, a kitchen, treatment, examining, and consultation rooms, and nurses' quarters. A staff of registered nurses and physicians provides twenty-four hour service during the school year for those students requiring medical attention.

The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries. Simple drugs and dressings are provided by the College; other medication not in stock is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities, are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, if advised by the College Physician, in the Physical Education Department. The Physician recommends consultation with specialists, X-rays, and major laboratory tests when needed to establish diagnosis. The cost of X-rays and other diagnostic procedures and physiotherapy treatments prescribed by the College Physician is borne by the students.

In case of serious illness or accident, a student's family is normally informed by telephone.

COUNSELING OFFICE

The staff of the Counseling Office seeks to provide a variety of programs concerned with the growth and development of students as more effective and self-directing young adults.

Both preventative and remedial counseling for individuals and groups is primary to this service. Students, who usually initiate their own appointments, have access to the counseling and educational skills and activities of professional counselors. The service is designed to help them reach their optimal potential as well as to help those experiencing pronounced emotional difficulties, which if unattended would inhibit social and academic learning.



All consultation is without charge and held in strict confidence.

Staff counselors also offer programs of an educational-developmental nature such as those involving study skills, alcohol and drug information, human sexuality, assertiveness training, anxiety management, dealing with grief, and couples communication.

Campus organizations as well as residence hall groups may also use the skills of a counselor for workshops or for special problems such as group disharmony or improving communication.

The Counseling Office is located on the second floor of Pennsylvania Hall.

CAREER COUNSELING OFFICE

The emphasis of the Career Counseling program is on assisting students to explore and clarify their interests and career goals as well as to obtain information about the career fields they are considering. Group meetings, workshops and individual appointments are available to all students. A vocational library is maintained to help students in their gathering of career information.

Opportunities for job interviews with company representatives are available during the spring term for graduating seniors.

Although much of the planning for graduate school is done in consultation with the student's faculty adviser, this office maintains a library of graduate school catalogs, graduate and professional school reference books, and data concerning recent applications by Gettysburg students to specific graduate schools.

FINANCIAL AID

The Office of Financial Aid is also located in the Counseling Services. A Director of Financial Aid assists students and their families in planning for and meeting the expenses of a Gettysburg education. Details about Financial Aid procedures and aid available are found in the Student Financial Aid section of this catalogue.

FACILITIES

Gettysburg College has a 200 acre campus with 43 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837, to the John A. Hauser Fieldhouse constructed in 1973. A campus map appears at page 122.

Academic Facilities

The Library The College library collection is housed in the Schmucker Memorial Library Building and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 224,000 volumes, 28,000 microforms, 10,000 governmental publications, 5,700 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to about 1,100 journals.

The Open Door is a leaflet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

(Continued on page 124.)

CAMPUS MAP

ADMINISTRATION OFFICES

	Location
President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Dean of the College	Pennsylvania
Dean of Students	Pennsylvania
Development	Pennsylvania
Counseling Services	Pennsylvania
Librarian	Schmucker Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

ACADEMIC AREAS

Art	Christ Chapel
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Consortium	Weidensall
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed.	
Men	Bream Gym
Women	Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Music	Brua
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary

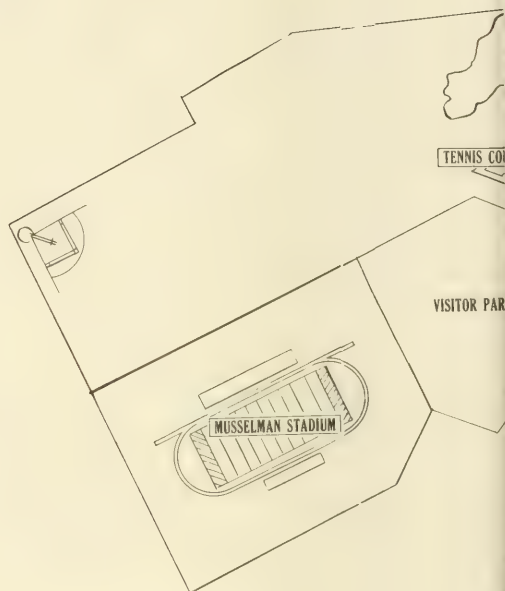
Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter

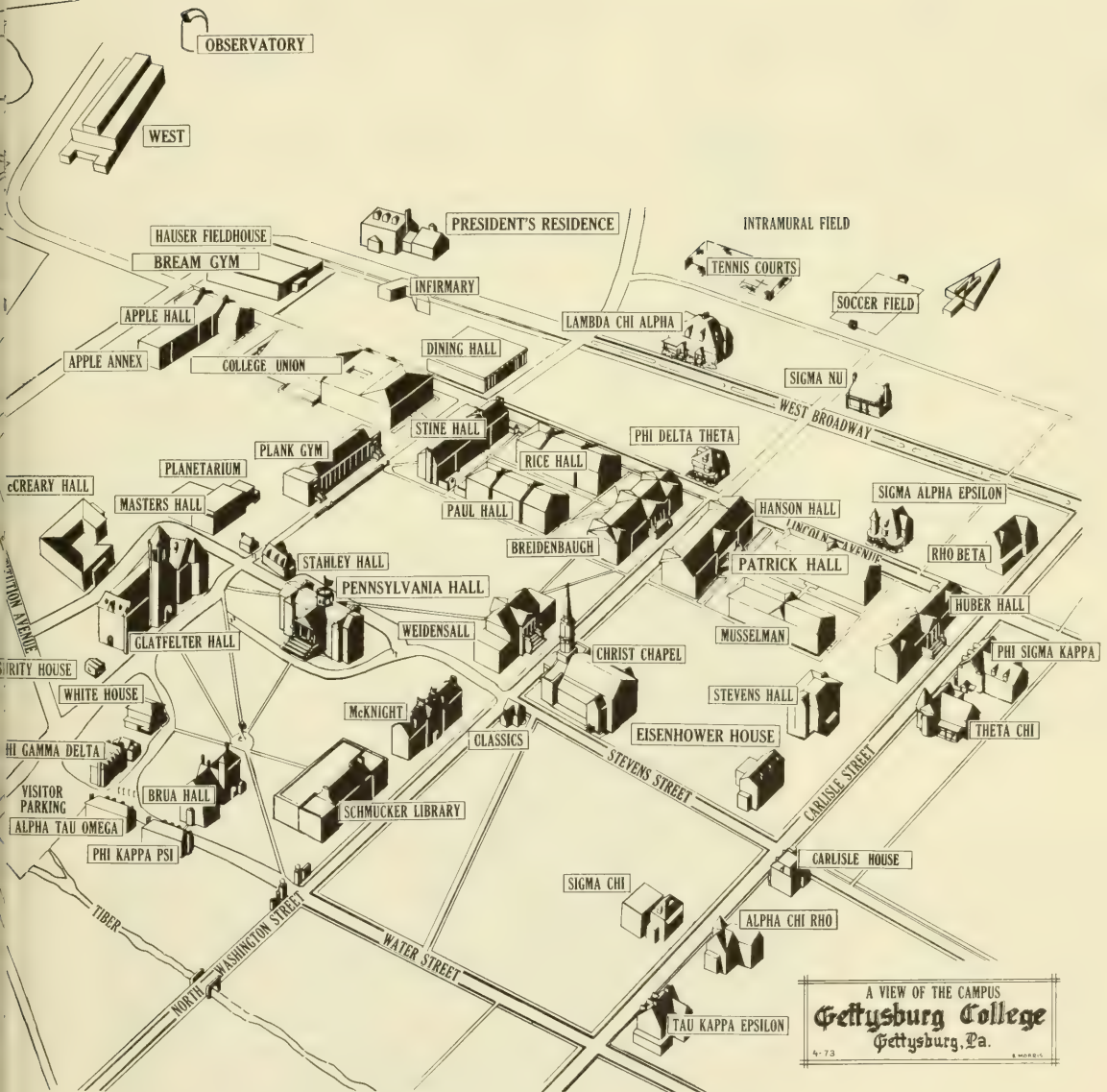
RESIDENCE HALLS

MEN	WOMEN
Apple	Apple Annex
Patrick	Hanson
Paul	Huber
Rice	Musselman
	Stevens
	Stine

Services

Bookstore	College Union
Health Service	Infirmary
Post Office	Plank Gym
Snack Bar	College Union





Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Brua Hall	Music	Studios and Recital Hall
Classics Building	Classics	
Glatfelter Hall	Economics and Business Administration, English and Religion	Theatre Laboratory Studio, Computer Center
McKnight Hall	German and Russian, Romance Languages	Language Laboratory
Stahley Hall	Education and Mathematics	
Weidensall Hall	History and Philosophy	
West Building	Military Science	
White House	Political Science	

Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Breidenbaugh Masters	Chemistry	
	Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology, Psychology, Sociology and Anthropology	Electron Microscope, Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 6700 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Henry T. Bream Physical Education Building, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are six athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium; and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Six intercollegiate tennis courts are located adjacent to Musselman Stadium.

Living and Dining Facilities

The College has ten residence halls and four cottages for student housing, and a Dining Hall.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Infirmary, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, after complete renovation, was rededicated in 1970 and now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the residence of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used by the staff of Dean of Students Office and others for small group meetings.

GETTYSBURG

**Admissions,
Expenses,
and
Financial
Aid**



ADMISSION POLICY

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Tests of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the C.E.E.B. tests be submitted. C.E.E.B. Achievement Tests are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$15 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the College of his or her first choice, may submit an application for Early Decision acceptance. The application must be received by November 15 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Some students submitting applications for Early Decision who are not offered acceptance will automatically be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students should present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior first semester grades. College Entrance Examination Board Tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. The student earning a score of three or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after reviewing the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for consideration for admission of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

COMPREHENSIVE ACADEMIC FEE PLAN

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, a gym equipment fee for freshmen and sophomore men, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$378 per course or \$95 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1977-78 \$3620

BOARD

College Dining Hall (21 meals per week) \$ 700

ROOM RENTS

Costs for all College living facilities	\$ 550
Single rooms	\$ 732

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

Comprehensive Academic Fee	\$3620
Board	700
Dormitory Room	550
Books and Supplies	200
	<u>\$5,070</u>

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the Bookstore is operated on a cash basis, students should be provided with \$200 each year to purchase books and supplies.

SPECIAL STUDENT FEES

Any student who is not a candidate for a degree will be charged at the rate of \$400 per course or \$100 per quarter course.

PAYMENT OF BILLS

Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, PA 17325 by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on August 15 and the second due and payable on January 10. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms.

Of the advanced payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages.

Every continuing student in the College is required to pay a fee of \$100.00 by the time of Spring Registration. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

VETERANS' ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Business Office at the College.

INSURED TUITION PLAN

The Insured Tuition Payment Plan is a combination of a prepayment installment plan covering four years of college expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

BOARD

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

HOUSING POLICY

All freshman men and women must room in the College's residence halls. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Students Office. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

REFUND POLICY

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Dean of Students Office.

Refunds of the portion of the half-year bill paid for comprehensive academic fee and room rental are not made unless the student is required to withdraw because of the student's serious illness or unless the student who withdraws has a Guaranteed Student Loan guaranteed by a federal, state or private agency.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question.

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one-half of the period covered by the half-year bill	No Refund

Note: January Term withdrawals for reasons stated above:

Withdrawal in first half of January Term	100% refund 2nd half- year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

A student who is required to withdraw for disciplinary reasons will forfeit all fees which he or she has paid.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

INSURANCE

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under a student health and accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

STUDENT FINANCIAL AID

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Parents' Confidential Statement. All Parents' Confidential Statements should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Financial Aid Office at Gettysburg College. (Applicants for admission need not send the IRS Form 1040 unless specifically requested.)

A prospective student seeking financial aid should forward the Parents' Confidential Statement to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and should request his parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded by a faculty committee in the form of grants, loans or a combination of these. All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the several forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—grants-in-aid made available by Gettysburg College.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately one-fourth of the students receive financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Students, and on the reverse side of the Notification of Financial Aid.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID) STUDENT AID

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams or Carroll County.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D. D., is used to provide scholarships to needy and deserving students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvin Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazelton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazelton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Surgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

LOAN FUNDS FOR STUDENTS

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

OTHER AID FOR STUDENTS

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Aero Oil Company Scholarship: The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 217 N. Sixth St., P.O. Box 639, Reading, Pennsylvania 19603.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Presser Foundation Scholarship: An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Sons of Union Veterans of the Civil War Scholarship: An award provided by the Sons of Union Veterans is given to a worthy student.

Weaver - Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Basic Educational Opportunity Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

Connecticut State Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship: An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan.

GETTYSBURG

Register



BOARD OF TRUSTEES¹

RALPH W. COX (1972), *Chairman*
Manager, Connecticut General Life Insurance
Company. Philadelphia, Pa.

CHARLES W. WOLF (1970), *Vice-Chairman*
Attorney. Gettysburg, Pa.

SAMUEL A. SCHRECKENGAUST (1973),
Secretary
Vice President-Corporate Counsel, Hershey
Foods Corporation. Hershey, Pa.

JOHN A. APPLE (1953-1964) (1965)
President, Butter Krust Baking Company.
Sunbury, Pa.

JOHN H. BAUM (1976)
Publisher and Vice President, The
Patriot-News Company. Harrisburg, Pa.

HAROLD BRAYMAN (1969)
Wilmington, Del.

HENRY T. BREAM (1972), *Alumni Trustee*
Gettysburg, Pa.

LAVERN BRENNEMAN (1962-1974) (1976)
President, York Shipley, Inc. York, Pa.

ALBERT R. BURKHARDT (1970), *Maryland
Synod Trustee*
Pastor, First Lutheran Church. Ellicott City,
Md.

PAUL E. CLOUSER (1967), *Central
Pennsylvania Synod Trustee*
Attorney. Harrisburg, Pa.

CHARLES W. DIEHL, JR. (1965)
York, Pa.

WILLIAM S. EISENHART, JR. (1967)
Attorney. York, Pa.

CHARLES H. FALKLER (1973)
Senior Vice President and Regional
Administrator, National Central Bank. York, Pa.

PAUL L. FOLKEMER (1973), *Maryland Synod
Trustee*
Folkemer Photo Service. Ellicott City, Md.

ANGELINE F. HAINES (1973)
Baltimore, Md.

CARL ARNOLD HANSON (1961), *ex-officio*
President, Gettysburg College. Gettysburg,
Pa.

ROBERT D. HANSON (1974), *Alumni Trustee*
Attorney. Harrisburg, Pa.

JOHN A. HAUSER (1967)
Biglerville, Pa.

ROBERT L. HOSKING (1976), *Alumni Trustee*
Vice President and General Manager
WCAU-TV. Philadelphia, Pa.

JUDITH W. KIP (1974), *Alumni Trustee*
Wyncote, Pa.

MRS. JOSIAH W. KLINE (1962)
Harrisburg, Pa.

ALFRED L. MATHIAS (1965)
Upperco, Md.

HOWARD J. MCCARNEY (1958-1960) (1966),
ex-officio
President, Central Pennsylvania Synod,
Lutheran Church in America. Harrisburg, Pa.

DAVID L. McMORRIS, M.D. (1973), *Alumni Trustee*
Physician. Williamsport, Pa.

G. THOMAS MILLER (1963–1967) (1975),
Central Pennsylvania Synod Trustee
Attorney. Harrisburg, Pa.

JOHN M. MUSSELMAN (1968)
Attorney. Harrisburg, Pa.

RAMON R. NAUS (1975), *Alumni Trustee*
Chairman of the Board, Naus and Newlyn, Inc.
Philadelphia, Pa.

THOMAS C. NORRIS (1974)
Vice-President - Operations, P. H. Glatfelter
Co., Spring Grove, Pa.

PAUL M. ORSO (1968), *ex-officio*
President, Maryland Synod, Lutheran Church
in America. Baltimore, Md.

JAMES A. PERROTT (1975), *Alumni Trustee*
Judge. Baltimore, Md.

HOWARD RASMUSSEN, M.D. (1971)
School of Medicine, Yale University. New
Haven, Conn.

CARROLL W. ROYSTON (1973)
Attorney. Towson, Md.

JOSEPH T. SIMPSON (1966)
President, Harsco Corporation. Harrisburg, Pa.

WALTER S. SMITH (1969), *Central Pennsylvania Synod Trustee*
Pastor, Zion Evangelical Lutheran Church.
Manheim, Pa.

HERMAN G. STUEMPFLE, JR. (1965),
Central Pennsylvania Synod Trustee
President, Lutheran Theological Seminary.
Gettysburg, Pa.

F. WILLIAM SUNDERMAN, M.D. (1967)
Director, Institute for Clinical Sciences.
Philadelphia, Pa.

RAYMOND A. TAYLOR, M.D. (1966)
Radiologist, York Hospital. York, Pa.

IRA WILLIAMS (1974)
Oklahoma City, Ok.

IRVIN G. ZIMMERMAN (1966)
Vice-President, The Bell Telephone Company
of Pennsylvania. Philadelphia, Pa.

¹ The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

HONORARY LIFE TRUSTEES

Ralph W. McCreary

Paul H. Rhoads

John S. Rice

William H. B. Stevens

ADMINISTRATION

(As of April 1, 1977)

Carl Arnold Hanson 1961–

President

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron; L.H.D., Roanoke College; LL.D., Dickinson Law School

Paul G. Peterson 1959–

Assistant to the President

B.A., St. Olaf College; M.S.M., Union Theological Seminary

Karl J. Mattson 1977–

Chaplain

B.A., Augustana College (Illinois); B.D., Augustana Theological Seminary, (Rhode Island); S.T.M., Yale Divinity School

Stephen D. Samuelson 1975–

Assistant Chaplain

B.A., Michigan State University; M.Div., Lutheran School of Theology, Chicago

Susan Jensen 1976–

Chapel Intern

B.A., Ursinus College; M.Div., Princeton Theological Seminary

Leonard I. Holder 1964–

Dean of the College and Professor of Mathematics

B.S., M.S., Texas A & M University; Ph.D., Purdue University

David F. Haskell 1970–

Acting Assistant Dean of the College

A.B., Colby College; Ph.D., Brown University

Elizabeth B. Martin 1968–71, 1972–

Assistant Dean of the College

B.A., Wayne State University; M.A., University of Rochester

Robert C. Nordvall 1972–

Assistant Dean of the College

B.A., DePauw University; J.D., Harvard Law School; Ed.D., Indiana University

G. Ronald Couchman 1967–

Assistant Dean of the College and Registrar

B.A., Gettysburg College

William P. Wilson 1976–

Acting Director of Computer Facilities

B.A., Gettysburg College; M.A., University of Connecticut

Richard K. Wood 1969–

Director of Computer Facilities

B.A., Earlham College; M.S. (2), University of Wisconsin

Delwin K. Gustafson 1967–

Director of Admissions

B.A., Augustana College (Illinois); J.D., University of Nebraska

Daniel A. Dundon 1972–

Assistant Director of Admissions

B.A., State University of New York, Buffalo; M.A., Eastern Michigan University

Joseph E. Zamborsky 1973–

Assistant Director of Admissions

B.A., Gettysburg College; M.S., Shippensburg State College

Janet O. R. Smith 1962–

Admissions Counselor

Thomas Groves 1975–

Admissions Counselor

B.A., Gettysburg College

Katherine Leser 1976–

Admissions Counselor

B.A., Swarthmore College

James H. Richards 1974–
Librarian

B.A., Wesleyan University; B.S.L.S.,
Columbia University; M.A., Wesleyan
University

Mary G. Burel 1970–

Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S.,
Florida State University

David T. Hedrick 1972–

Audio Visual Librarian
B.A., Emory and Henry College; M.A.,
University of Denver

Dwight A. Huseman 1971–

Serials/Documents Librarian
A.B. Susquehanna University;
B.D., S.T.M., The Lutheran Theological
Seminary, Philadelphia; M.S.L.S., Drexel
University

Anna Jane Moyer 1961–

Readers' Services Librarian
B.A., M.S.L.S., Drexel University

Frances H. Playfoot 1972–

Assistant Readers' Services
Librarian/Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College

Nancy C. Scott 1960–

Catalogue Librarian
B.A., M.L.S., University of Pennsylvania

Frank B. Williams 1966–

Dean of Students
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania

Nancy C. Locher 1968–

Associate Dean of Students
B.A., Mary Baldwin College; M.A.,
University of North Carolina

Ralph W. Arend, Jr. 1975–

Associate Dean of Students
B.A., Denison University; M.A., Ph.D., Ohio
University

Karen R. Haskell 1972–

Assistant Dean of Students
B.S., Central Connecticut State University;
M.A., University of Rhode Island

Michael Malewicki 1976–

Assistant Dean of Students
B.A., Gettysburg College

William H. Jones 1964–

Coordinator of Counseling
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin; Ed.D., Boston
University

Homer A. Wood 1966–

Director of Career Counseling
B.S., M.S., University of Pennsylvania

Salvatore Ciolino 1971–

Director of Financial Aid
B.A., State University of New York at
Geneseo; M.S., State University of New York
at Albany

J. Michael McGrath 1967–

Consulting Psychiatrist
B.S., University of Notre Dame; M.D.,
Temple University School of Medicine

Michele Rubino 1976–

Counseling Psychologist
B.S., M.S., Indiana University

Edward F. McManness 1970–
Director of the College Union
B.S., M.S., East Texas State University

Ann McKittrick 1974–
Assistant Director of the College Union
B.A., Moravian College

Douwe L. Radsma 1961–
Medical Director
M.D., University of Amsterdam

Mary Elizabeth Wood 1971–
College Physician
B.A., Earlham College; M.D., University of Wisconsin Medical School

William R. Beckman 1973–
College Physician
B.M.E., Rensselaer Polytechnic Institute;
M.D., University of North Carolina

Ronald Krablin 1976–
College Physician
B.S., Antioch College; M.D., Pennsylvania State University

F. Stanley Hoffman 1956–
Treasurer
B.S., M.S., Gettysburg College

Jay P. Brown 1947–
Bursar
Certificate, American Institute of Banking

Nicholaas P. Schindeler 1968–
Superintendent of Engineering and Construction
B.S. in Mechanical Engineering,
Amsterdam Technical College

John Schlegel 1976–
Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973–
Assistant Business Manager
B.A., Nebraska Wesleyan University

Rex Maddox 1956–
Superintendent of Buildings and Grounds

Gary L. Anderson 1973–
Bookstore Manager
B.A., University of Albuquerque

Robert A. Pickel 1974–
Assistant Bookstore Manager
B.A., Gettysburg College

James A. Treas 1971–
Chief of Security

Robert E. Butler 1969–
Director of Development
B.A., M.A., Wesleyan University; Ph.D., Rutgers—The State University of New Jersey

Mildred D. Johnson 1953–
Administrative Assistant, Office of Development
B.A., Gettysburg College

Richard E. Walker 1963–
Assistant Director of Development for Estate Planning
B.A., Gettysburg College

Robert D. Smith 1965–
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg State College

Rosea Armor 1930–
Administrative Assistant, Alumni Office

Willard G. Books 1966–
Director of Public Relations
B.A., Adrian College

Paul D. Mangan 1976–
News Bureau Director
B.S., Mt. St. Mary's College

Robert B. Kenworthy 1965–
Sports Information Officer

THE FACULTY

(As of April 1, 1977)

Carl Arnold Hanson 1961–
PresidentB.A., University of Akron; Ph.D., Cornell
University; LL.D., University of Akron; L.H.D.
Roanoke College; LL.D., Dickinson Law
School**Leonard I. Holder** 1964–
Dean of the College, Professor of Mathematics
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University**EMERITI****R. Henry Ackley** 1953–1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of
Music**Albert Bachman** 1931–1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation,
University of Zurich; Ph.D., Columbia
University**M. Esther Bloss** 1953–1968
Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia
University**Henry T. Bream** 1926–1969
Professor of Health and Physical Education,
Emeritus
B.S., Gettysburg College; M.A., Columbia
University**Albert W. Butterfield** 1958–1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S.,
University of Michigan**Martin H. Cronlund** 1957–1973
Dean Emeritus
B.A., Gettysburg College; M.A., Temple
University**William C. Darrah** 1957–1974
Professor of Biology, Emeritus
B.S., University of Pittsburgh**Edith Fellenbaum** 1963–1968
Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns
Hopkins University**John G. Glenn** 1925–1966
Pearson Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D.,
Princeton University**William D. Hartshorne, Jr.** 1928–1959
Professor of Romance Languages, Emeritus
A.B., M.A., Haverford College; Diplôme de
Professeur de français à l'étranger, Université
de Toulouse**W. Ramsay Jones** 1956–1975
Dean Emeritus
B.A., Gettysburg College**Doris M. Kemler** 1959–1976
Assistant Librarian, Emerita
B.S., M.A., University of Minnesota**Katherine K. Taylor Rood** 1947–1966
Professor of English, Emerita
B.A., University of Oregon**Charles A. Sloat** 1927–1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University**Lillian H. Smoke** 1959–1974
Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia
University**Wilbur E. Tilberg** 1927–1955
Dean of the College, Emeritus
B.A., Bethany College; M.A., University of
Kansas; B.A., Ph.D., University of Wisconsin;
L.H.D., Gettysburg College

Parker B. Wagnild 1937–1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran
Theological Seminary, Gettysburg; M.S.M.,
Union Theological Seminary; M.A., New York
University; Mus.D., Thiel College

Glenn S. Weiland 1949–1974
Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Waldemar Zagars 1956–1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

John B. Zinn 1924–1959
Professor of Chemistry, Emeritus
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

CURRENT FACULTY

Norman L. Annis 1960–
Professor of Art
B.A., University of Northern Iowa; M.F.A.,
University of Iowa

Paul R. Baird 1951–
Associate Professor of Economics and
Business Administration
B.A., M.A., The Pennsylvania State University

Robert D. Barnes 1955–
Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke
University

Guillermo Barriga 1951–
Associate Professor of Romance Languages
B.S., Colombian Naval Academy; M.A.,
Middlebury College; Ph.D., University of
Madrid

Edward J. Baskerville 1956–
Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia
University

Neil W. Beach 1960–
Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

F. Eugene Belt 1966–
Assistant Professor of Music
A.B., Western Maryland College; M.A., New
York University

Gareth V. Biser 1959–
Associate Professor of Health and Physical
Education
B.S., Gettysburg College; M.S., Syracuse
University

Robert L. Bloom² 1949–
Adeline Sager Professor of History
B.S., Shippensburg State College; M.A., Duke
University; Ph.D., Columbia University

A. Bruce Boenau 1957–
Professor of Political Science, Department
Chairman
A.B., Amherst College; A.M., Ph.D., Columbia
University

Harry F. Bolich 1947–
Associate Professor of Speech
Sc.B., Sc.M., Bucknell University

Donald M. Borock 1974–
Assistant Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Lois J. Bowers¹ 1969–
Assistant Professor of Health and Physical
Education
B.S., Temple University; M.Ed., Western
Maryland College

Kathleen Brady 1976–
Instructor in Psychology
B.A., University of Maryland

Bruce W. Bugbee 1958–
Associate Professor of History
A.B., College of William and Mary; A.M.,
Ph.D., University of Michigan

A. Ralph Cavaliere 1966–
Associate Professor of Biology, Department
Chairman
B.S., M.S., Arizona State University; Ph.D.,
Duke University

- John F. Clarke** 1966–
Professor of English
B.A., Kenyon College; M.A., Stanford University
- MAJ Alan R. Cocks** 1974–
Assistant Professor of Military Science
B.A., Lafayette College; M.B.A., Loyola University (Illinois)
- Charles F. Collier** 1974–
Assistant Professor of Economics and Business Administration
B.A., Harpur College of the State University of New York at Binghamton; M.A., Ph.D., Duke University
- Glendon F. Collier** 1957–
Assistant Professor of German and Russian
B.A., Franklin and Marshall College; M.A., University of California, Berkeley
- Robert J. Cotter** 1974–
Assistant Professor of Chemistry
B.S., Holy Cross College; M.S., Ph.D., The Johns Hopkins University
- Chan L. Coulter** 1958–
Professor of Philosophy
B.A., University of Iowa; M.A., Ph.D., Harvard University
- David J. Cowan** 1965–
Associate Professor of Physics, Department Chairman
B.S., M.A., Ph.D., University of Texas
- Basil L. Crapster** 1949–
Professor of History, Department Chairman
A.B., Princeton University; A.M., Ph.D., Harvard University
- David L. Crouner** 1967–
Associate Professor of German and Russian
B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers—The State University of New Jersey
- CAPT Roland A. Culver** 1974–
Assistant Professor of Military Science
B.A., Utah State University; M.A., Pacific Lutheran University
- Paul R. D'Agostino** 1969–
Associate Professor of Psychology
B.S., Fordham University; M.A., Ph.D., University of Virginia
- Theodore C. Daniels** 1954–
Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse University
- Helen H. Darrah** 1961–
Assistant Professor of Biology
B.S., M.S., University of Pittsburgh
- Pamela Di Pesa** 1976–
Assistant Professor of English
B.A., Sarah Lawrence College; Ph.D., City University of New York
- Joseph D. Donolli** 1971–
Instructor in Health and Physical Education
B.S., University of Delaware; M.Ed., Temple University
- Harold A. Dunkelberger** 1950–
Amanda Rupert Strong Professor of Religion, Department Chairman
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D. Columbia University
- Charles F. Emmons** 1974–
Assistant Professor of Sociology and Anthropology
B.A., Gannon College; M.A., Ph.D., University of Illinois
- Barbara W. Fick** 1971–
Instructor in Romance Languages
B.A., University of Chile (Licenciante); M.A., Ph.D., University of Maryland
- George H. Fick** 1967–
Associate Professor of History
A.B., Harvard University; M.A., University of Minnesota; Ph.D., Harvard University
- Kermit H. Finstad** 1970–
Assistant Professor of Music
B.A., St. Olaf College; M.M., The Catholic University of America

- David E. Flesner**¹ 1971–
Assistant Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D.,
University of Michigan
- Norman O. Forness** 1964–
Associate Professor of History
B.A., Pacific Lutheran University; M.A.,
Washington State University; Ph.D., The
Pennsylvania State University
- Donald H. Fortnum** 1965–
Professor of Chemistry
B.S., Carroll College; Ph.D., Brown University
- CAPT Thomas L. Foster** 1975–
Assistant Professor of Military Science
B.A., Virginia Polytechnical Institute and
University
- Lewis B. Frank**² 1957–
Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A., The
Johns Hopkins University
- Robert S. Fredrickson** 1969–
Assistant Professor of English
B.A., DePauw University; M.A., University of
Minnesota; Ph.D., University of North Carolina
- Edwin D. Freed**³ 1948–51, 1953–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Harvard University
- Robert H. Fryling** 1947–50, 1958–
Associate Professor of Mathematics,
Department Chairman
B.A., Gettysburg College; M.S., Ph.D.,
University of Pittsburgh
- Judith Gay** 1976–
Instructor in Psychology
B.A., Findlay College; M.A., Ph.D., Bowling
Green State University
- Robert M. Gemmill** 1958–
Assistant Professor of Economics and
Business Administration
B.A., Gettysburg College; M.A., University of
Pennsylvania
- Russell P. Getz** 1976–
Associate Professor of Music
B.S., Lebanon Valley College; M.S., University
of Pennsylvania; Ed.D., The Pennsylvania
State University
- Richard B. Geyer** 1954–
Graeff Professor of English, Department
Chairman
A.B., M.A., Miami University; Ph.D.,
Northwestern University
- Charles H. Glatfelter** 1949–
Professor of History
B.A., Gettysburg College; Ph.D., The Johns
Hopkins University
- Gertrude G. Gobbel** 1968–
Assistant Professor of Psychology
B.S., The Pennsylvania State University; M.S.,
University of Illinois; Ph.D., Temple University
- Eugene M. Haas** 1954–
Professor of Health and Physical Education
and Director of Intercollegiate Athletics
A.B., Gettysburg College; M.A., Columbia
University
- Louis J. Hammann** 1956–
Associate Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity
School; M.A., The Pennsylvania State
University; Ph.D., Temple University
- J. Richard Haskins** 1959–
Professor of Physics
B.S., University of Texas; Ph.D., Ohio State
University
- C. Robert Held** 1954–55, 1956–
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton
University
- John T. Held** 1960–
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia
University; M.S., University of Illinois
- Caroline M. Hendrickson** 1959–
Assistant Professor of Romance Languages
A.B., Wellesley College; M.A., Columbia
University

Thomas J. Hendrickson 1960–
Associate Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa State University

Sherman S. Hendrix 1964–
Assistant Professor of Biology
B.A., Gettysburg College; M.S., Florida State University; Ph.D., University of Maryland

Edmund R. Hill¹ 1961–
Associate Professor of Economics and Business Administration
B.Com., McGill University; M.A., Ph.D., University of Pittsburgh

Donald W. Hinrichs 1968–
Assistant Professor of Sociology and Anthropology
B.A., Western Maryland College; M.A., University of Maryland; Ph.D., Ohio State University

Wade F. Hook 1967–
Professor of Sociology and Anthropology, Department Chairman
A.B., Newberry College; B.D., Lutheran Theological Southern Seminary; M.A., University of South Carolina; Ph.D., Duke University

Robert T. Hulton 1957–
Associate Professor of Health and Physical Education
B.A., Grove City College

R. Eugene Hummel 1957–
Associate Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University

Chester E. Jarvis 1950–
Professor of Political Science
A.B., M.A., University of California, Berkeley; Ph.D., University of Pennsylvania

John M. Kellett 1968–
Associate Professor of Mathematics
B.S., Worcester State College; M.S., Rutgers—The State University of New Jersey; Ph.D., University of Florida

Grace C. Kenney 1948–
Associate Professor of Health and Physical Education
B.S., New York University; M.A., Columbia University

Randall M. King 1975–
Assistant Professor of Mathematics
B.A., Franklin and Marshall College; M.A., University of Maryland; Ph.D., Duke University

Arthur L. Kurth 1962–
Professor of Romance Languages
B.A., Yale College; Ph.D., Yale University

Joseph B. Landis 1974–
Assistant Professor of Sociology and Anthropology
B.A., College of Wooster; Ph.D., Yale University

L. Carl Leinbach 1967–
Associate Professor of Mathematics
B.A., Lafayette College; M.A., University of Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970–
Associate Professor of Romance Languages
Ph.D., New York University

Ralph D. Lindeman 1952–
Professor of English
B.A., University of Pittsburgh; M.A., Columbia University; Ph.D., University of Pittsburgh

Jack S. Locher 1957–
Associate Professor of English
M.A., University of Chicago; Ph.D., University of Pennsylvania

Rowland E. Logan 1958–
Assistant Professor of Biology
A.B., University of California, Los Angeles; M.S., Ph.D., Northwestern University

John H. Loose 1959–
Professor of Religion
A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; M.A., Ph.D., University of Chicago

Franklin O. Loveland 1972–
Instructor in Sociology and Anthropology
A.B., Dartmouth College; M.A., Lehigh
University; M.A., Ph.D., Duke University

Craig MacLean 1976–
Assistant Professor of Political Science
B.A., Brooklyn College of the City University of
New York; M.A., Princeton University

Richard T. Mara² 1953–
Sahm Professor of Physics
B.A., Gettysburg College; M.S., Ph.D.,
University of Michigan

Katherine Marconi 1976–
Assistant Professor of Sociology and
Anthropology
B.A., St. Joseph's College; M.A., State
University of New York, Buffalo; Ph.D., George
Washington University

Laurence A. Marschall 1971–
Assistant Professor of Physics
B.S., Cornell University; Ph.D., University of
Chicago

Michael Matsinko 1976–
Instructor in Music
B.S., M.M., West Chester State College

Arthur McCardle 1969–
Assistant Professor of German and Russian
B.A., M.A., Ph.D., Columbia University

John K. McComb² 1971–
Assistant Professor of English
B.A., M.A., Southern Methodist University;
M.A., Ph.D., The Johns Hopkins University

Fredric Michelman 1973–
Assistant Professor of Romance Languages
B.S. Ec., University of Pennsylvania; M.A.,
Middlebury College; Ph.D., University of
California, Los Angeles

Jan E. Mikesell 1973–
Assistant Professor of Biology
B.S., M.S., Western Illinois University; Ph.D.,
Ohio State University

John C. Miller 1973–
Associate Professor of Romance Languages,
Department Chairman
A.B., Rutgers—The State University of New
Jersey; M.S. Ed., Southern Illinois University;
M.A., University of Maryland; D.M.L.,
Middlebury College

LTC Lawrence L. Miller 1974–
Professor of Aerospace Studies, Department
Chairman
B.A., University of Omaha; M.S., Michigan
State University

Carey A. Moore 1955–1956, 1959–
Professor of Religion
A.B., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D., The
Johns Hopkins University

M. Scott Moorhead 1955–
Associate Professor of Mathematics
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Frederick Morden 1976–
Instructor in Music
B.M., University of Michigan; M.M., University
of Maryland

Kenneth F. Mott 1966–
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A.,
Lehigh University; Ph.D., Brown University

Samuel A. Mudd 1958–1964, 1965–
Professor of Psychology, Department
Chairman
B.A., Gettysburg College; M.S., Ph.D., Purdue
University

James P. Myers, Jr. 1968–
Associate Professor of English
B.S., LeMoyn College; M.A., University of
Arizona; Ph.D., University of Massachusetts

Katsuyuki Niiri 1972–
Instructor in Economics and Business
Administration
B.A., M.A., University of Hawaii; M.A., Ph.D.,
University of Pittsburgh

Norman K. Nunamaker 1963–

Associate Professor of Music

A.B., Bowling Green University; M.M., Ph.D., Indiana University

Joseph P. Nyitray 1974–

Assistant Professor of Political Science

A.B., Cornell University; M.A., Ph.D., Ohio State University

Bruce L. Packard¹ 1971–

Assistant Professor of Education

A.B., Gettysburg College; Ed. M., Ed.D., Temple University

William E. Parker 1967–

Assistant Professor of Chemistry

B.A., Haverford College; M.S., Ph.D., University of North Carolina

Howard C. Parks 1966–

Assistant Professor of Classics

B.A., Kenyon College; M.A., Ohio State University

Jeffrey L. Patterson 1976–

Instructor in Economics and Business Administration

B.A., Gettysburg College; M.B.A., Temple University

Ruth E. Pavlantos² 1963–

Professor of Classics, Department Chairman

B.A., College of Wooster; M.A., Ph.D., University of Cincinnati

James D. Pickering 1954–

Professor of English

A.B., A.M., Wesleyan University; Ph.D., Columbia University

Charles J. Pineno³ 1968–

Instructor in Economics and Business Administration

B.S., The Pennsylvania State University; M.B.A., University of Scranton

MAJ Nathan S. Pittman 1975–

Assistant Professor of Aerospace Studies

B. Mus. Ed., Grove City College; M.B.A., Syracuse University

Thane S. Pittman 1972–

Associate Professor of Psychology

B.A., Kent State University; M.A., Ph.D., The University of Iowa

Charles E. Platt¹ 1957–

Professor of Psychology

A.B., Wittenberg University; M.A., Ph.D., Ohio State University

Ingolf Qually 1956–

Professor of Art, Department Chairman

B.A., St. Olaf College; B.F.A., M.F.A., Yale University

David P. Rahn 1976–

Instructor in Health and Physical Education

B.S., M.S., University of Delaware

William F. Railing 1964–

Professor of Economics and Business

Administration, Department Chairman

B.S., United States Merchant Marine Academy; B.A., The Johns Hopkins University; Ph.D., Cornell University

Ray R. Reider 1962–

Assistant Professor of Health and Physical Education

A.B., Gettysburg College; M.Ed., The Pennsylvania State University

Norman E. Richardson 1945–

William Bittinger Professor of Philosophy, Department Chairman

A.B., Amherst College; B.D., Yale Divinity School; Ph.D., Yale University

Michael L. Ritterson 1968–

Assistant Professor of German and Russian

A.B., Franklin and Marshall College; Ph.D., Harvard University

Russell S. Rosenberger 1956–

Professor of Education, Department Chairman

B.S., Geneva College; M. Litt., Ed.D., University of Pittsburgh

William Rost 1974–

Instructor in Health and Physical Education

B.A., M.S., Indiana University

Alex T. Rowland 1958–
Professor of Chemistry, Department Chairman
A.B., Gettysburg College; Ph.D., Brown
University

Joseph G. Sabol 1975–
Associate Professor of Health and Physical
Education
B.S., The Pennsylvania State University; M.S.,
Bucknell University

James W. Sauve, Jr. 1969–
Instructor in Health and Physical Education
B.S., West Chester State College; M.A.,
University of Maryland

Calvin E. Schildknecht 1959–
Professor of Chemistry
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

Caroline J. Schlie 1975–
Instructor in Health and Physical Education
B.S., Valparaiso University; M.S., Indiana
University

Emile O. Schmidt 1962–
Associate Professor of English and Director of
Dramatics
A.B., Ursinus College; M.A., Columbia
University

Henry Schneider III 1964–
Franklin Professor of German, Department
Chairman
A.B., M.A., Ph.D., Princeton University

Allen C. Schroeder 1967–
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The
Catholic University of America

W. Richard Schubart 1950–
Associate Professor of Philosophy
A.B., Dartmouth College; A.M., Columbia
University

Walter J. Scott¹ 1959–
Associate Professor of Physics
B.A., Swarthmore College; M.S., Lehigh
University

Jack Douglas Shand 1954–
Associate Professor of Psychology
B.A., Amherst College; M.A., Harvard
University; Ph.D., University of Chicago

Howard G. Shoemaker 1957–
Associate Professor of Health and Physical
Education
B.A., Gettysburg College; M.A., Columbia
University

James F. Slaybaugh² 1964–
Assistant Professor of Education
A.B., Roanoke College; M.Ed., The
Pennsylvania State University

Carol D. Small 1969–
Instructor in Art
B.A., Jackson College of Tufts University

CAPT James G. Snodgrass 1975–
Assistant Professor of Military Science
B.A., Gettysburg College; M.A., Temple
University

John R. Stemen 1961–
Associate Professor of History
B.A., Yale University; M.A., Ph.D., Indiana
University

Mary Margaret Stewart 1959–
Professor of English
A.B., Monmouth College (Illinois); Ph.D.,
Indiana University

Richard W. Stratton 1976–
Instructor in Economics and Business
Administration
B.A., Drew University; M.A., Ph.D., University
of Connecticut

Barry H. Streeter 1975–
Instructor in Health and Physical Education
B.A., Lebanon Valley College; M.S., University
of Delaware

Amie G. Tannenbaum 1968–
Instructor in Romance Languages
A.B., Hood College; M.A., The George
Washington University

Donald G. Tannenbaum 1966–
Assistant Professor of Political Science
B.B.A., M.A., City College of the City
University of New York; Ph.D., New York
University

Robert H. Trone 1956–
Assistant Professor of Religion
A.B., Gettysburg College; B.D., Yale Divinity
School; M.A., The Catholic University of
America

Robert M. Viti 1971–
Assistant Professor of Romance Languages
B.A., St. Peter's College; M.A., Ph.D., Duke
University

LTC Francis Vossen 1976–
Professor of Military Science, Department
Chairman
B.S., University of Nebraska; M.P.A.,
University of Missouri

Janis H. Weaner 1957–
Assistant Professor of Romance Languages
B.A., Mary Washington College of the
University of Virginia; M.A., New York
University

Dexter N. Weikel 1962–
Associate Professor of Music, Department
Chairman
B.S., Susquehanna University; M.A., The
Pennsylvania State University

Richard T. Wescott 1966–
Associate Professor of Health and Physical
Education, Department Chairman
A.B., Colby College; M.Ed., Boston University;
P.E.D., Indiana University

Conway S. Williams 1949–
Associate Professor of Economics and
Business Administration
A.B., Columbia University; M.S., Columbia
University School of Business

John R. Winkelmann 1963–
Assistant Professor of Biology
B.A., University of Illinois; M.A., Ph.D.,
University of Michigan

Robert F. Zellner 1968–
Associate Professor of Music
B.S., West Chester State College; M.A.,
Lehigh University

OTHER INSTRUCTIONAL PERSONNEL (As of April 1, 1977)

Angela Aguirre
Lecturer in Romance Languages
B.A., The City College of New York; M.A.,
Queens College of the City University of
New York

Judith L. Anderson
Private Instructor in Music (flute)
B.S., Mannes College of Music; M.M.,
Peabody Conservatory

Judith A. Annis
Lecturer in Health and Physical Education
B.A., University of Northern Iowa

Mary T. Baskerville
Lecturer in Interdepartmental Studies
B.A., Hunter College; M.A., Ph.D., Columbia
University

Shirlee S. Cavaliere
Laboratory Instructor in Biology
B.A., Butler University; M.S., Arizona State
University

SGM Leonard P. Czarnecki
Senior Instructor in Military Science

Elizabeth W. Daniels
Laboratory Instructor in Biology
B.A., Miami University

Lois Geib
Lecturer in German and Russian
B.A., Gettysburg College; M.A., The George
Washington University

Janet P. Gemmill
Lecturer in Interdepartmental Studies
B.A., Bucknell University; M.A., University of
Michigan; M.A., Ph.D., University of Wisconsin

Ann Harvey
Supervisor of Elementary Student Teachers
B.S., Millersville State College; M.Ed.,
Shippensburg State College

¹ Sabbatical leave, Fall and January Terms 1977–78

² Sabbatical leave, January and Spring Terms 1977–78

³ Sabbatical leave, Academic Year 1977–78

Martha Hinrichs

Laboratory Instructor in Biology
A.B., Western Maryland College

Melverda Hook

Private Instructor in Music
B.S., Winthrop College; M.M., Peabody
Conservatory of Music

Lillian Jackson

Assistant Instructor in Chemistry
B.A., Wheaton College (Massachusetts); M.A.,
Bryn Mawr College

Elaine L. Jones

Lecturer in English
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin

Leigh Jordahl

Lecturer in Religion
A.B., Luther College; B.D., Bethany Lutheran
Seminary; M.A., University of Minnesota; B.D.,
Luther Theological Seminary; Ph.D., State
University of Iowa

Jordan E. Kaufman

Assistant Instructor in Chemistry
B.A., Gettysburg College

Rebecca R. Kline

Lecturer in Romance Languages
B.A., Dickinson College; M.A., New York
University

Ada G. Lewis

Lecturer in Economics and Business
Administration
B.S., M.Ed., Indiana University of
Pennsylvania

Dinorah Lima

Lecturer in Romance Languages
B.A., Instituto Matanzas; D.Ped., D. Pharm.,
University of Havana; M.A., University of
Alabama

Lani Lindeman

Lecturer in Interdepartmental Studies
B.A., Gettysburg College

Marlene Packard

Laboratory Instructor in Biology
A.B., Gettysburg College

Robert L. Petrella

Private Instructor in Music (clarinet)
B.M., Michigan State University; M.M.,
University of Maryland

Phyllis Price

Laboratory Instructor in Biology
B.A., Gettysburg College

Jennifer M. Railing

Lecturer in Economics and Business
Administration
LL.B., University of London

Steven W. Renner

Lecturer in Economics and Business
Administration
B.S., Shippensburg State College

Judy Schwartz

Lecturer in English
B.A., University of Arizona; M.A., Cornell
University

T/SGT Blaine L. Shroyer

Senior Instructor in Aerospace Studies

Roger L. Smith

Lecturer in Interdepartmental Studies
A.B., Wabash College; M.A., Indiana
University

SSG Ronald L. Stollar

Assistant Instructor in Military Science

SSG Robert A. Thompson

Assistant Instructor in Military Science

Ethel L. Viti

Lecturer in Romance Languages
B.A., University of Montevallo; M.A., Ph.D.,
Duke University

Helen J. Winkelmann

Laboratory Instructor in Biology
B.A., Notre Dame College of Staten Island;
M.S., University of Michigan

James F. Wright

Assistant in Health and Physical Education
B.A., Gettysburg College

1977-78 CALENDAR

FALL TERM

September 3-6, Sat.-Tues	Orientation and Registration
September 7, Wed. at 8:00 A.M.	Classes begin
October 7, Fri.	Fall Honors Day
October 7-9, Fri.-Sun.	Fall Parents' Weekend
October 22, Mon.	Mid-term Reports
November 5, Sat.	Alumni Homecoming
November 22, Tues. at 4:00 P.M.	Thanksgiving recess begins
November 28, Mon. at 8:00 A.M.	Thanksgiving recess ends
December 10, Sat. at noon	Last day of classes
December 12-17, Mon.-Sat.	Final Examinations

JANUARY TERM

January 3, Tues. at 8:00 A.M.	January Term begins*
January 27, Friday at 4:00 P.M.	January Term Ends

SPRING TERM

February 6, Mon.	Registration
February 7, Tues. at 8:00 A.M.	Classes begin
March 23, Thurs.	Mid-term Reports
March 23, Thurs. at 4:00 P.M.	Spring-Easter recess begins
April 3, Mon. at 8:00 A.M.	Spring-Easter recess ends
April 28, Fri.	Spring Honors Day
April 28-30, Fri.-Sun.	Spring Parents' Weekend
May 17, Wed.	Last day of classes
May 18, Thurs.	Registration
May 20-26, Sat.-Fri.	Final Examinations
June 4, Sun.	Baccalaureate (10:00 A.M.)
	Commencement (2:00 P.M.)

* Classes will be held on Saturday, January 7, 1978

STATISTICAL SUMMARY

Students in College

1976 Full-Time Enrollment Fall Term	M	W	Total
Senior	253	170	423
Junior	229	155	384
Sophomore	274	281	555
Freshman	310	251	561
Total Full-Time Enrollment	1066	857	1923

Geographical Distribution Full-Time Students
1976-1977 Fall Term

	Number of Students	Percent
Pennsylvania	688	35.8%
New Jersey	528	27.5%
New York	214	11.1%
Maryland	196	10.2%
Connecticut	118	6.1%
Massachusetts	39	2.0%
Delaware	29	1.5%
Virginia	27	1.4%
Florida	10	.5%
Other States and Foreign Countries	74	3.9%
Total	1923	100%

ENDOWMENT FUNDS

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Alumni Memorial Endowment Fund

Frank D. Baker

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Class of 1919 Fund

A memorial to the Class

Class of 1939 Fund

Class of 1971 Fund

H. Brua Campbell

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson

Charles W. Diehl, Jr. '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the educational program.

The Gettysburg Times
Mamie Ragan Getty Fund
Frank Gilbert
Margaret E. Giles
Ralph and Katherine M. Gresh
Adam Hazlett, '10
Joseph H. Himes, '10
Marion Huey
William J. Knox, '10
Frank H. Kramer, '14 and Mrs. Kramer
James MacFarlane, 1837
Dana and Elizabeth Manners Memorial Fund
G. Bowers Mansdorfer, M.D. '26
J. Clyde Markel, '00, and Caroline O. Markel
Robert T. Marks
Fred G. Masters, '04
A. L. Mathias, '26
John H. Mickley, '28
 A gift for endowment in memory of his brother
William Blocher Mickley
Alice Miller
William J. Miller, Jr., '00
Thomas Z. Minehart, '94
Bernice Baker Musser
Helen Overmiller
Joseph Parment Company
Mrs. Willard S. Paul
Nellie G. Royer
Sarah Ellen Sanders
Anna D. Seaman
Paul R. Sheffer, '18
Herbert Shimer, '96
Robert O. Sinclair
Albert T. Smith Memorial Fund

James Milton Smith Fund
 Contributed by Mrs. Emma Hancock Smith as
 a memorial to her son James Milton Smith
Anna K. and Harry L. Snyder
Mary Heilman Spangler
Charles M. A. Stine, '01
Stoever-Alcove Fund
Harvey W. Strayer, '10
 In memory of E. Ruth Strayer
Vera & Paul Wagner Fund
Richard C. Wetzel
Jack Lyter Williams Memorial Fund
 Contributed by Mrs. Ernest D. Williams as a
 memorial to her son Jack L. Williams, Class
 of 1951.
Alice D. Wrather

(Restricted)

Conrad Christian Arensberg Memorial Fund A
 fund established in 1948 by Francis Louis
 Arensberg in memory of his father, a Union vet-
 eran, for the purchase of Civil War books and
 materials.

The Rev. Peter C. Bell Memorial Lectureship
Fund A fund for the establishment of a lec-
 tureship on the claims of the gospel on college
 men.

Bikle Endowment Fund A fund to support de-
 bating, established in 1925 to honor Dr. Philip
 Bikle, Class of 1866, Dean of Gettysburg Col-
 lege 1889–1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A
 fund to support the needs of the library.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh, '13.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairman of the Psychology Department and the College Librarian.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

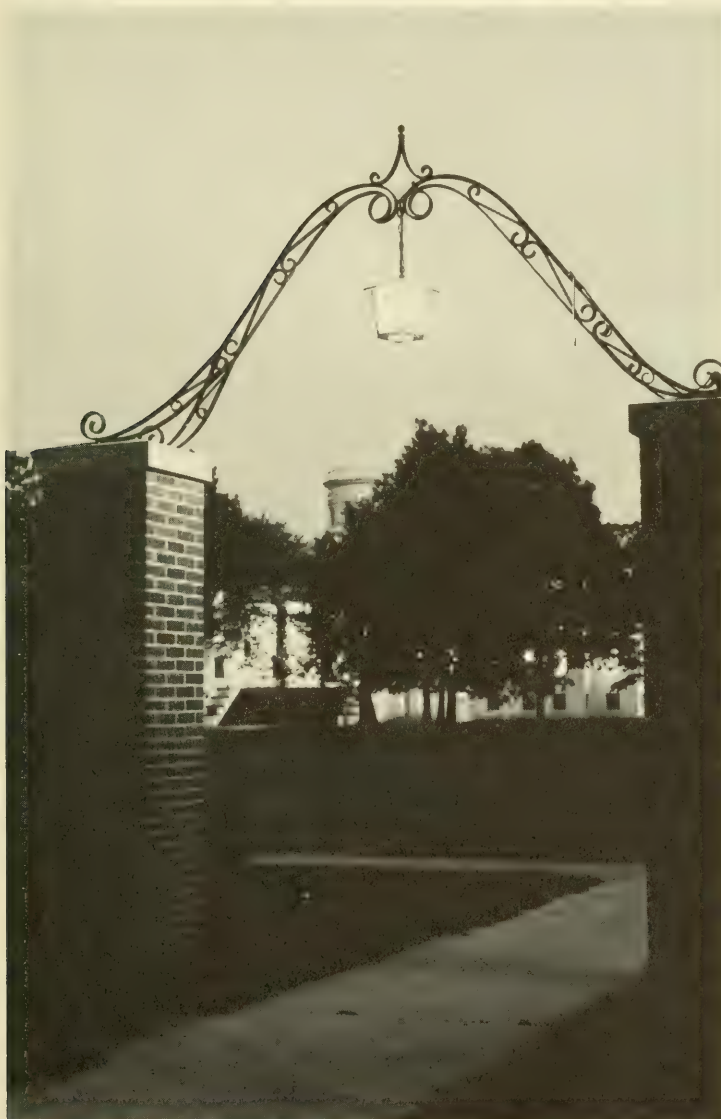
Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

GETTYSBURG

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Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

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GETTYSBURG

**Gettysburg
College—
The
Community**





Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural, consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1850 students. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

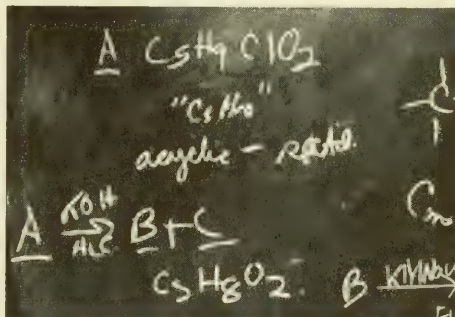
The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career counseling program; preparation and certification for teaching; advisory services for pre-law and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.



A



B



C

A/ An admissions counselor greets prospective students at the annual Spring "Get Acquainted Day." B/ The blackboard remains a good teaching aid. C/ It is only a short walk from living units to classrooms.

Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 21 academic areas: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

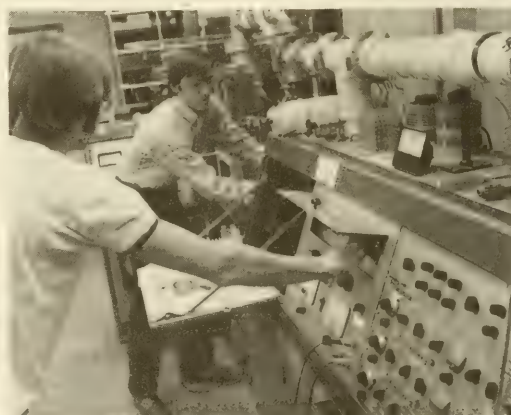
The Gettysburg College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting intensive academic experience in an area in which you have special interest. Independent study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for non-academic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you in every way.



A

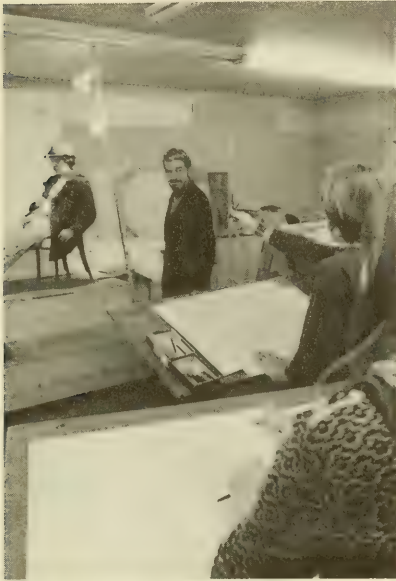


B

A/ Small class seminars are conducive to student-faculty exchange. B/ Included in the sophisticated equipment found in the natural science departments is a mass spectrometer used by chemistry majors. C/ Faculty members keep regular office hours for advising students.



C



A



B



C

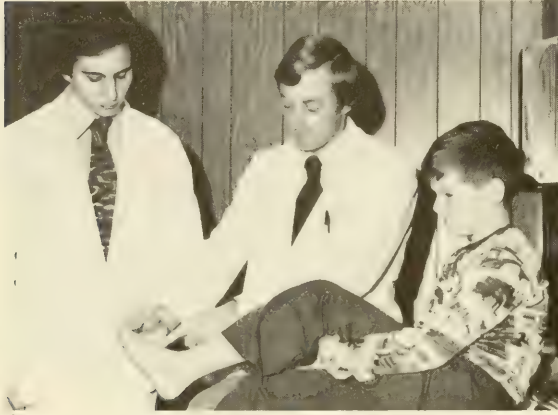


D

A/ Live models are sketched by art students. B/ Freshman Seminars lay the foundation for a rewarding college career. C/ Physics majors take advantage of the January Term for a special experiment. D/ The warm spring days bring classes outdoors. E/ Intent students listen to a discussion in philosophy.



E



A



B



C



D

The January Term allows for internships for students in various professions including: A/ Medical training; B/ law; C/ television; D/ photography.

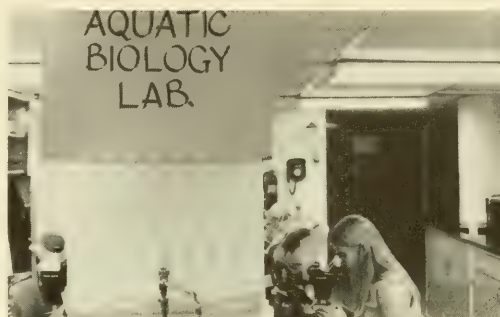
Through membership in the four-college Central Pennsylvania Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University, the United Nations Semester at Drew University, and the Merrill-Palmer Institute program in human development and family life at the Institute in Detroit. Many students each year study in foreign countries under our Junior Year Abroad program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University and with Rensselaer Polytechnic Institute. There is a cooperative forestry program with Duke University. Under all of these programs a student begins his or her career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.



A

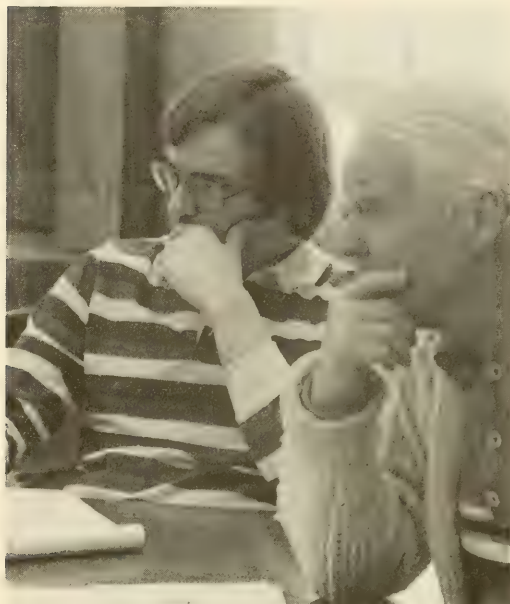


B



C

A/ The four-college Central Pennsylvania Consortium program is one of several opportunities for students to study off-campus. B/ Open to both men and women is the Army ROTC Department. C/ Spring Honors Day brings students recognition for academic and leadership accomplishments.



A



B



C

Faculty can be serious, comical, and social as shown in these pictures: A/ Concentrating in a class discussion; B/ Providing laughs at a student-faculty variety show; C/ Having a coffee break with students in the "Bullet Hole."

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

Excellence in teaching is the faculty's central concern. Gettysburg recently received a \$200,000 grant from a major foundation in recognition of the College's commitment to quality undergraduate teaching and to help the faculty improve even further its teaching skills.

Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

A recently televised motion picture, "Journey From Darkness," concerns a Gettysburg student who was the first blind person admitted to medical school in this century. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. More than two-thirds hold the doctoral degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.



A



C

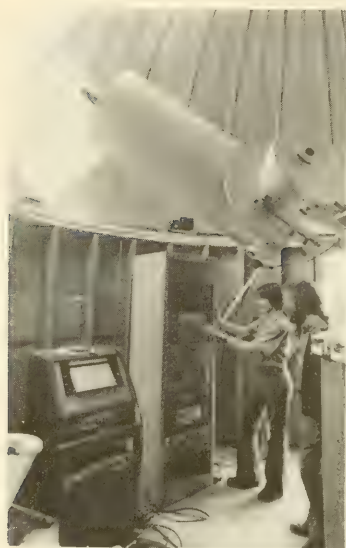


B



D

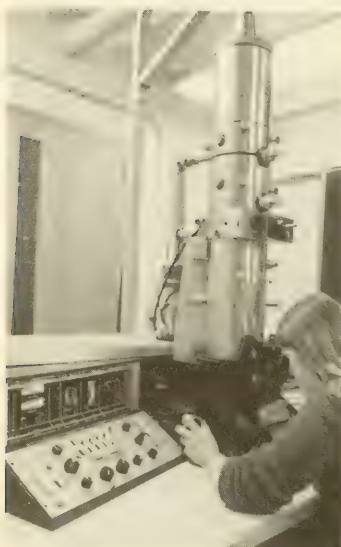
A/ Professors become students in the popular team-teaching programs of the January Term. B/ U.N. Ambassador Andrew Young was among the speakers invited to campus. C/ An informal discussion in a residence cottage. D/ An academic dean aids student during course registration day.



A



B



C



D

A/ A 16-inch Cassegrain telescope with cameras is among the equipment available for physics majors. B/ Hauser Fieldhouse provides space for indoor varsity sports and student recreation. C/ An electron microscope is used by advanced biology majors. D/ A modern computer center is available for student use in various disciplines.

Gettysburg's 200-acre campus and 43 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is Schmucker Memorial Library. Total library collections include approximately 236,000 volumes, 28,000 microforms, 11,000 government publications 6,300 records, and subscriptions to 1,100 journals.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs 6700 computer which permits use in every major computer language to serve your educational needs. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have a powerful RCA EMU4 electron microscope so that students in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 12 fraternity houses, and 4 cottages provide you with variety in your housing choices. Eighty percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

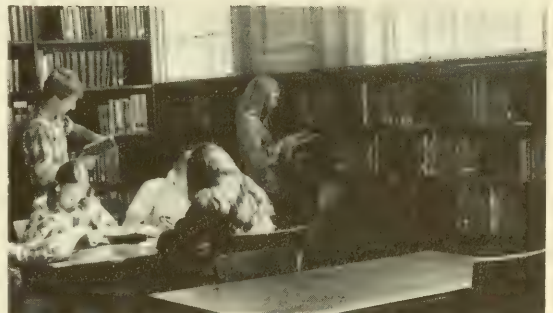
Other recreational and athletic facilities include two gymnasiums, a recently constructed field-house, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 12 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.



B



C



A

A/ A greenhouse allows biology students to experiment with rare and exotic plants. B/ The "Bullet Hole," located in the College Union, offers an opportunity for a socializing break from studies. C/ In constant use by students and faculty is the library, which contains over 236,000 volumes.



A



B



C

A/ Students experience the life of rural Blacks in the south on a Sociology Department field trip. B/ Fraternities and sororities compete in friendly competition including a tug-of-war match. C/ "Night in the Woods" program sponsored by the Student Personnel-Chapel staffs is a means of getting new students acquainted with campus life and each other.

A full and diverse program of cultural, extra-curricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Residential Life Commission is particularly important. Students play a vital role in the work of this Commission, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

A full calendar of cultural activities serves the campus. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, the Laboratory Theatre, which performs a dozen shorter works, and the Modern Dance Group.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 13 fraternities and six sororities, all but one of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are honorary fraternities or clubs for students in 13 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.



A



B



D



C

A/ The College Choir has brought recognition to Gettysburg College throughout the United States and abroad. Other tour groups include the Chapel Choir and Symphonic Band. B/ A quiet stroll is a good break from academic pursuits. C/ Special interest housing is a popular on-campus resident program. D/ The student musicals are a highlight of the spring activities.



A



B

A/ An artist-in-residence often works with the Modern Dance Group which performs during the school year. B/ The Faculty String Trio concert is but one of a variety of cultural events scheduled on campus. Personal recitals are also presented by members of the faculty and students. C/ Over 1,000 high school musicians participate in Band Day.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, and a daily announcement sheet called "Potpourri." The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg communications media include *The Spectrum*, the College yearbook; *The Mercury*, a selection of student poems, short stories, and illustrations; and *Rhombus*, a student literary magazine for all the Central Pennsylvania Consortium colleges.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or on one of 18 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, rifle, baseball, golf, and track and field. The teams in cross country, rifle, baseball, golf, and track and field are open to both men and women. In addition, there are separate women's teams in field hockey, volleyball, basketball, swimming, lacrosse, and tennis.

The College is a member of the College Division of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.



C

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The career counseling office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, graduate school catalogues, and information about fellowships for graduate studies. Employment interviews with companies are offered on campus; more important, however, our career counseling office gives training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.



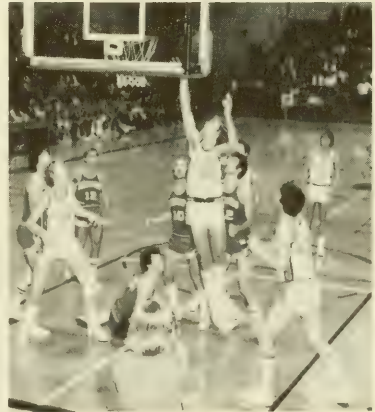
A



B



D



C

A/ Field Hockey is one of six intercollegiate sports for women. Five other intercollegiate sports are open to both men and women. B/ Gettysburg College has produced All-Americans in five varsity sports including cross country. C/ The varsity basketball team is one of seven men's teams that compete in the Middle Atlantic Conference. D/ Many students participate in the College's intramural program.

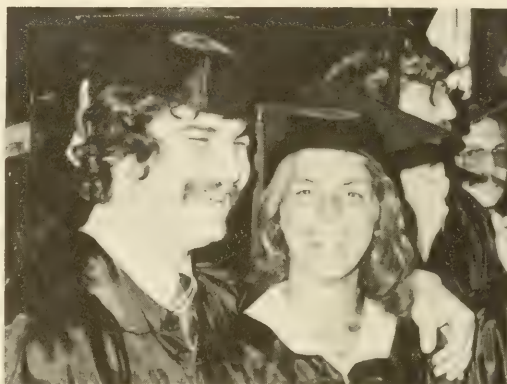
Admission to Gettysburg is on the basis of high academic attainment, evidence of ability to do good college work as indicated by aptitude tests, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by April 1. If you apply under the Early Decision Plan, you submit your application before November 15 of your senior year, and you will be notified of acceptance in early December.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$5490 for the 1978-79 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue can not give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

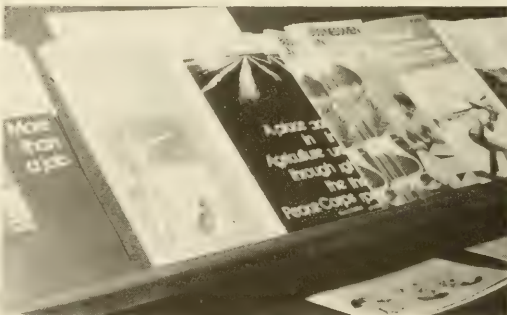
If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.



A

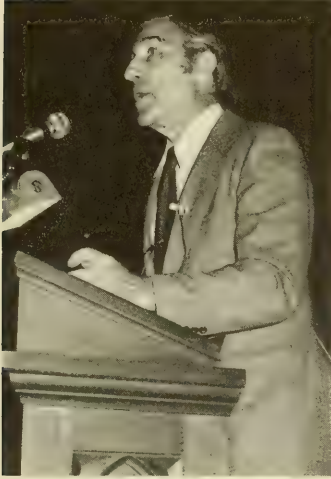


B



C

A/ Graduation day, a time for smiles. B/ A day perhaps not for smiling but certainly a day for personal satisfaction is when students give blood for the APO Red Cross program. C/ For those looking beyond college, the Career Counseling Office provides up-to-date periodicals on employment opportunities.



A



B



C



E

A/ Stewart L. Udall, former United States Congressman and Secretary of the Interior, was one of ten resource persons who participated in the Senior Scholars' Seminar. B/ Throughout the day music flows from Brua Hall where musical groups practice for concerts and individual students for recitals. C/ Artistry in ice adds to the picturesque campus. D/ Two weeks before school opens student counselors arrive to prepare for the orientation of new students. E/ The annual skateboard contest attracts the daring students.

A TWO-MINUTE LOOK AT GETTYSBURG

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington, D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the capital of Pennsylvania.

Enrollment: The College seeks to limit its enrollment to 1850 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 43 buildings.

Library: Total collections of 236,000 volumes, 28,000 microforms, 11,000 government publications, 6,300 records, and subscriptions to 1,100 journals.

Faculty: 138 full time with over two-thirds having an earned doctorate or the highest earned degree in their field. Faculty are involved in many scholarly and professional activities, but high quality of teaching is the prime goal of the faculty.

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors.

Special Programs: Junior Year Abroad, Washington Semester in government, Washington Economic Policy Semester, United Nations Semester, Merrill-Palmer Institute program in human development and family life, Harrisburg Urban Semester, cooperative programs in engineering or forestry, certification in elementary and secondary education, and complete exchange of courses with the other three colleges of the Central Pennsylvania Consortium.

National Honor Societies: Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 13 academic areas.

Social Life: 13 men's social fraternities and six women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities: Student-run FM radio station; student newspaper; full range of musical groups including two choirs, two bands, and orchestra; dramatics; modern dance group; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally-known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 12 intercollegiate sports for men, 11 intercollegiate sports for women, 16 intramural sports for men, and 12 intramural sports for women.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and four cottages. All residence halls except two erected since 1950. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel. The Chapel Council, composed primarily of students, has major responsibility for planning chapel programs which range from traditional religious services to seminars on love, sex, and marriage, to social action programs in the community.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

GETTYSBURG

Academic Policies and Programs



The Academic Policies and Programs of the College have a primary goal: to assist the student to obtain an excellent liberal arts education. The liberally educated student will be capable of exercising mature, rational judgments based upon information carefully gathered and analyzed. Such a student will be motivated to continue independently the quest for knowledge after completion of formal studies. The liberal education should foster and reinforce in students a high sense of intellectual, social, and ethical values.

THE HONOR CODE

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time, the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted for grading, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student is admitted to Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

CURRICULUM

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities.

Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow both completion of graduation requirements and substantial opportunity to choose electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin their specialization in the freshman year and follow a closely prescribed sequence of courses. Premedical, pre dental, or preveterinary students must begin fulfilling pre-professional requirements in the freshman year.

January Term

Unlike the fall and spring terms, students take only one course during the January Term. The January Term, while complementing the other terms, provides unique opportunities for experimentation by students and faculty. In January the faculty is encouraged to introduce courses with variety and innovation in teaching methods, and the students are offered the chance to concentrate on a single intensive academic experience.

The January Term is designed to provide the student with opportunities to take greater responsibility for his or her learning, and to aid in this goal several options are available. In addition to approximately one hundred courses taught on campus each January, there are Gettysburg courses taught abroad, student exchanges with other 4-1-4 colleges, opportunities for individualized study, and off-campus internships. Individualized study opportunities which have been incorporated into departmental offerings in the form of internships are conducted by the Departments of Biology, Economics and Business Administration, Education, Political Science, Psychology, and Sociology. Some recent internships have included biology students working with local veterinarians, political science majors interning in Washington, D.C., and psychology students engaging in research at a sleep disorders clinic and at a juvenile corrections center.

Among the courses offered by Gettysburg College in January of 1978 were the following:

- Drawing the Human Form
- Ethology: The Biology of Animal Behavior
- The World of Chemistry Around Us
- The Economic Analysis of Urban Problems
- Elementary School Science: Purposes, Methods, and Instructional Media
- Seminar in the Writing of Short Fiction and Poetry
- World Crisis of the 1930's
- The Liturgy of the Western Church and its Music
- Individual Research in Philosophy
- Watergate, The Presidency and American Politics
- Cognitive Approaches in Psychology
- The Religion of Present-Day Outcasts
- Interaction in Public Places
- Greek Composition
- Modern Trends in Sports and Physical Education
- Energy Research Seminar

A January Term Catalogue is issued every September; a copy of the most recent issue can be obtained from the Assistant Dean of the College who serves as January Term Director.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he or she arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining college regulations.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College

with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, or during the sophomore year, when a student chooses a major field of study, a member of the major department becomes his or her adviser and assists in the preparation of the sophomore schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules.

It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses. The College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Office of Career Counseling maintains a well equipped Vocational Library and a wide selection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus.

A student wishing to change the major course of study must secure the approval of the department in which he or she is a major and the one in which he or she desires to major. Juniors and seniors making such changes should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Committee on Academic Standing.

COURSE UNITS

Academic programs are divided into course units. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These course units should be equated to one semester hour.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including four January Term courses, plus 4 quarter courses in Health and Physical Education;
- 2) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

The requirements for the degree of Bachelor of Science in Music Education are found on page 34.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under Distribution Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 30). The departmental listings under Courses of Study (beginning on page 45) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the

same purpose. Note that some Interdepartmental Studies courses fulfill requirements in history/philosophy/religion or in literature.

- 1) Demonstration of proficiency in written English. Such proficiency is demonstrated by passing English 101 or a writing examination administered to all entering students.
- 2) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the designated intermediate level course or courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one 300-level course.
- 3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.
- 4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.
- 5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish Literature.
- 6) Art, music, creative writing, or theatre arts: 1 course.
- 7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.
- 8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art	German	Philosophy
Biology	Greek	Physics
Business	Health and	Political Science
Administration	Physical Education	Psychology
Chemistry	History	Religion
Economics	Latin	Sociology and
English	Mathematics	Anthropology
French	Music	Spanish

A department may require its majors to pass a comprehensive examination.

A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.

In addition to the major fields of study listed above, students may design a Special Major program which allows a student, with the consent of two faculty members and with the approval of the Committee on Interdepartmental Studies, to design an interdepartmental concentration of courses that focus on particular problems or areas of investigation, which, though not adequately included within a single department or discipline, are worthy of concentrated study.

A *Special Major* is defined as a program of concentration in a field of study consisting of related courses in more than one department or in more than one major field of study. It shall consist of a minimum of eight courses, a substantial number of which should be on an advanced level.

Students interested in obtaining information about the Special Major and the procedures for declaring a Special Major are urged to consult with the Chairman of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than one week before the last day for entering a new course in the first semester of the applicant's junior year.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program.

Students proposing to complete graduation requirements at a time other than in May (in the summer, in December, or in January) must have their programs approved by the Academic Standing Committee through the office of the Dean of Students. Such approval should be sought at least a year before proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Students with the exceptions indicated in the following paragraphs.

The required quarter courses in health and physical education and the optional quarter courses in ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education activities in addition to the normal four course load during three terms of the junior and senior years.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any college course provided permission of the instructor is

obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

REGISTRATION

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

THE GRADING SYSTEM

Normally, courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing).

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale: A, 4; B, 3; C, 2; D, 1; and F, 0. A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record, but they are disregarded in the quality point average except in certain computations for honors.

The College also offers a Satisfactory/Unsatisfactory grading option. An S signifies satisfactory work and is given if a student performs at C level or higher. A U signifies unsatisfactory work and is given for D or F level work. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U

courses may be taken in any one year. The only exception to this two course limit is for seniors who are enrolled in either Education 475 or 477.

These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count towards graduation.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (incomplete) is issued by the Dean of the College or Dean of Students when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Committee on Academic Standing extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A student withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

ACADEMIC STANDING

The Academic Standing Committee normally reviews student records at the end of each term. A student whose record is found to be unsatisfactory or who is failing to make satisfactory progress towards graduation, may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

TRANSCRIPTS

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

WITHDRAWAL AND READMISSION

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College, for whatever reason, must petition the Academic Standing Committee through the Office of the Dean of Students for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

TRANSFER CREDIT

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 35. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs).

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 127), or Achievement Test of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible (see also Freshman Seminar program below). In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

SENIOR SCHOLARS' SEMINAR

In 1974, the College introduced a special seminar for outstanding senior students. The seminar, IS 401, consists of one course in the senior's fall term plus one course in the senior's January term. The purpose of the seminar is to provide an opportunity for students of proven scholastic ability to participate in an interdisciplinary, problem-solving seminar concerning an issue which affects the future of man. Man is faced with crucial problems which threaten his existence and values. Among these problems are war and the nature of man, man's ability to alter his genetic make-up, the control of environmental degradation, and the development of undeveloped countries. Frequently, attempted solutions to these problems are based solely on technology, whereas a consideration of cultural, historical, and psychological aspects of the problem in addition to technology would provide a more satisfactory solution.

The seminar uses resource persons from on and off the campus. A work area is available for the participants, and they are expected to prepare a comprehensive report of their findings and recommendations. This report is published and distributed to interested persons.

Students who wish to be considered for this seminar must secure recommendations from their major departments and submit them to the Committee on Interdepartmental Studies in the fall term of their junior year. The Committee and the course director(s) select up to twenty participants from as many different academic disciplines as possible.

Students selected for the seminar are required to register for non-credit, informal planning sessions with the course director(s) during the spring term of their junior year. The purpose of these sessions is further to define the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their senior year receive two course credits upon satisfactory completion of their work.

FRESHMAN SEMINARS

Offered each year during the fall and spring terms, the Freshman Seminar Program is designed to take advantage of the freshman student's enthusiasm in order to develop a capacity for independent analysis and synthesis in learning. The seminars are small in size (6-15 students) to stimulate lively participation and discussion between students and professors. Freshman students receive descriptions of seminars before fall registration. Examples of seminar topics given in previous years include: *The Future of Society and Man*; *Adolescence and Identity: A Study in Literature*; *The Last Great Cause: The Spanish Civil War*; and *History of Modern Western Thought*. The excitement and satisfaction discovered by the student in these seminars should persist into subsequent years, and these early experiences may help the student prepare for more advanced seminars.

TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics and physics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. In comprehensive social studies, and mathematics and physics, early planning of the program is especially necessary.

Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 or J9 (Social Foundations of Education – Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary, two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee of Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, Maryland, New York, New Jersey, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in art, biology, chemistry, physics, English, French, German, Latin, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, preferably in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)

Education 334 Corrective Reading

Education 309 Social Foundations of Education – Elementary

Student teaching (Education 475) consists of nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he or she completes two courses on campus, Education 309 and 334.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.

The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the Fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education. Such a reciprocity agreement currently operates among the New England states, New York, New Jersey, Pennsylvania, Maryland, Delaware, and numerous other states.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
3. 12 courses in Music, as follows:
 - Music Theory
 - Music 141 (Theory I)
 - Music 142 (Theory II)
 - Music 241 (Theory III)
 - Music 242 (Theory IV)
 - Music 341 (Theory VI)
 - Music 342 (Theory V)
 - Music History and Literature
 - Music 312 (History of Medieval, Renaissance, and Baroque Music)
 - Music 313 (Music in Classic and Romantic Periods)
 - Music 314 (Music in the Twentieth Century)
 - Conducting
 - Music 205 (Choral Conducting)
 - Music 206 (Instrumental Conducting)
 - Applied Music
 - Music 456 (Senior Recital)
4. 5 courses in Music Education, as follows:
 - Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
 - Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
 - Music 474 (Student Teaching) (3 course units)
5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum
6. Electives and Certification Requirements:
 - Education 309 or J 9 (Social Foundations of Education)
 - Education 101 (Educational Psychology)
 - Plus a minimum of 3 other electives

7. 3 to 5¼ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:

Major instrument—8 quarter courses

Piano—Approximately 4 quarter courses

Voice—2 quarter courses

Instrumental Techniques—7 quarter courses

8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.

9. The requirements for the Bachelor of Arts degree, listed on page 27.

The student in the Bachelor of Science program should consult with the Music Department as early as possible in order to arrange a four year program. In his or her freshman year he or she should schedule Music 141, 142; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, or religion; and a literature course. In the sophomore year the student should schedule Music 241, 242, and 312; two terms of a laboratory science; at least one course to fill a remaining distribution requirement if that has not been done earlier. In his or her junior year a student should schedule Music 341, 342, 205, 206, 313, 314; Education 309 (or J 9); and complete any remaining distribution requirements. In the senior year the student should schedule Education 101 (if not taken earlier); J 22 (Principles and Procedures of Teaching Music in Elementary School); Music 321. The Education Term (Music 474) and Senior Recital (Music 456) must be scheduled during the spring term. In each fall and spring term the student should schedule applied music.

Employment Prospects in Teaching Of the 1977 graduates who sought teaching positions: in elementary education seventy-six percent were teaching in the next school year; in music education one hundred percent; and in the secondary field eighty-one percent.

Graduates of liberal arts colleges certified to teach voluntarily choose many avenues of endeavor after graduation; some go to graduate school, others enter business. The average salary for 1977 graduates reporting this information to the College was \$9576.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

OFF-CAMPUS STUDY

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, Gettysburg, and Wilson Colleges. The Consortium provides opportunities for exchanges by students and faculty for individual courses, or for one or more terms. Off-campus opportunities also are provided through the Harrisburg Urban Semester. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Both credits and grades earned at a "host" college will be transferred to Gettysburg. Students may take a single course or enroll at the "host" college for a semester, or a full year. Interested students should consult the Registrar.

The Harrisburg Urban Semester The Harrisburg Urban Semester (THUS) is a comprehensive one-term investigation of urban studies.

Students enrolled in THUS earn a full term's academic credit while living in Harrisburg, Pennsylvania, and participating in a variety of academic, socio-cultural, and internship experiences. The course and internship structure is intended for students from all departmental backgrounds.

Each internship is specially planned to accommodate the educational, vocational, and personal goals of the individual participant. Internships are available in federal, state, county, municipal, private, and religious organizations. They range from environmental protection, prison and probation, drug rehabilitation, day care, the Pennsylvania state legislature, mental health, city planning, legal services, and community organization, through an almost endless list of urban related areas. Fees for THUS are the same as Gettysburg's Comprehensive Fee. Students already receiving any form of financial aid are eligible to have such financial assistance applied to the cost of the program. Interested students should consult Dr. Charles F. Emmons, Assistant Professor of Sociology and Anthropology, for further information.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, executive officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. In addition to the regular Washington Semester program, related programs include the Foreign Policy Semester, the International Development Semester, and the Washington Urban Semester. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The course is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economy policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an Internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairman of the Department of Economics and Business Administration.

The United Nations Semester Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Juniors and seniors who have taken an introductory course in political science are eligible for nomination. Further information may be obtained from the Department of Political Science.

The Merrill-Palmer Institute The Merrill-Palmer Institute in Detroit, Michigan sponsors a junior year program in human development and family life. It offers flexible, intense, and specialized programs for students interested in anthropology, psychology, sociology, child development and education, urban and community studies, and other fields related to human services. Admission is based on the student's maturity and readiness to make use of the style and varieties of learning opportunity provided. Interested students should consult the Dean of the College or chairman of the Psychology Department for further information.

Junior Year Abroad Qualified students may apply for permission to spend either their entire junior year or one term of their junior year abroad. The Office of the Dean of Students maintains a file of information on programs of study in Europe, Latin America, or elsewhere. During the first term of the sophomore year, students who plan to study abroad should discuss with their advisers how a junior year abroad would relate to their academic program. The Academic Standing Committee gives final approval on all requests to study abroad; a student must normally have a 2.50 overall grade point average, 3.00 in the major, and no record of disciplinary probation. Junior year abroad programs are not limited to language majors; students in any major field may apply to study abroad.

PREPROFESSIONAL STUDIES

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a statement, available through the Admissions and Counseling Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should consult as early as possible with a member of the committee; a list of the members is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or

veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests are taken. While most students who seek recommendation for admission to professional school major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the Premedical Committee.

All recommendations for admission to medical or dental or veterinary schools are made by the Premedical Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following examinations: MCAT (medical), DAT (dental), VAT (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with an Assistant Dean of the College acting as chairman. Because of the competition for admission to medical school, the Premedical Committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

With interested members of each entering class, the Premedical Committee chairman and members of the Premedical Committee discuss the requirements for admission to medical, dental, and veterinary schools and also alternatives to these careers. During the students' four years at Gettysburg, periodic meetings are held explaining the procedures which must be followed when seeking admission to the professional schools.

In the office of the Dean of the College a student may consult catalogues for various professional schools, as well as a collection of materials on allied health professions. Reference materials are available explaining programs in optometry, pharmacy, podiatry, physical therapy, public health, and health care administration. Also available are the medical and dental school admission requirements, and information on graduate programs in biology and health sciences.

Certified Public Accounting Preparation Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. A student interested in a public accounting career should see page 60 and contact Dr. William F. Railing, Chairman of the Department of Economics and Business Administration, as early as possible in his or her college career.

COOPERATIVE PROGRAMS

Engineering This program is offered jointly with Pennsylvania State University and with Rensselaer Polytechnic Institute. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program at Pennsylvania State, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science from Pennsylvania State in one of fifteen engineering disciplines. A student attending RPI under this program has the option of a 3-2, a 3-3, or a 4-2 program. These programs culminate in a bachelor's degree and, for the six year programs, a master's degree from RPI. RPI offers degrees in fourteen engineering fields.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Pennsylvania State or RPI during the fall term of the student's junior year. A student who receives a recommendation from the Physics Department is guaranteed admission into the engineering program at one or both of these universities.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J 33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101, Speech 101, and Economics 101-102. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer.

Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry The College offers a cooperative program with Duke University in the areas of environmental management and forestry. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

The major program emphases at Duke are forest resource production, resource science, and resource policy and economics; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with any undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one

year each in biology, mathematics, and economics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program Students may enroll in either a two-year or four-year Army ROTC program and be commissioned as Second Lieutenants upon graduation.

The Army program is normally completed during the four-year academic period and is available to both men and women. Students participating in the Army ROTC four-year program attend a six-week Advanced Camp at an active Army installation, usually between their junior and senior years.

The Army offers a two-year ROTC program for those students who, for some reason, did not enroll as freshmen. The basic requirement for entry into the two-year program is to have two academic years remaining, either at the undergraduate or graduate level. To become eligible to enroll in the Army ROTC two-year program, students must first complete a six-week Field Training course prior to entry.

All cadets who participate in Army ROTC are paid \$100 monthly during the last two years of the program. It offers, on a competitive basis, scholarships which pay full tuition and book expenses plus \$100 monthly.

SENIOR HONORS

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

DEANS' HONOR LIST

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Henry T. Bream Award The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education 1926-1969, is awarded to one sophomore, one junior, and one senior student, each of whom during the preceding year, excelled as a participant in the College's intercollegiate athletics program while maintaining a sound academic record.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

John M. Colestock Award The award, contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

The Malcolm R. Dougherty Mathematical Award The income from a fund contributed by

the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student

must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

The Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

The James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

The James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extra-curricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

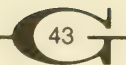
Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

The Keith Pappas Memorial Award Notation on a plaque in the Dean of Students Office and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.



The Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Samuel P. Weaver Scholarship Foundation Prizes Prizes, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

The Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award The award is given to a worthy junior biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences through the middle of the junior year of college work.

Beta Beta Beta Provisional Award The award is given to a worthy biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences through the middle of the sophomore year.

C. E. Bilheimer Award The award is given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an accumulative average of 2.70 or better in his or her major.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in the Department of Economics and Business Administration and to a senior major in the Department of Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.

Psi Chi Award The award is given to the senior psychology major who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to the junior psychology major who displays the greatest potential and initiative.

Residential Life Commission Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

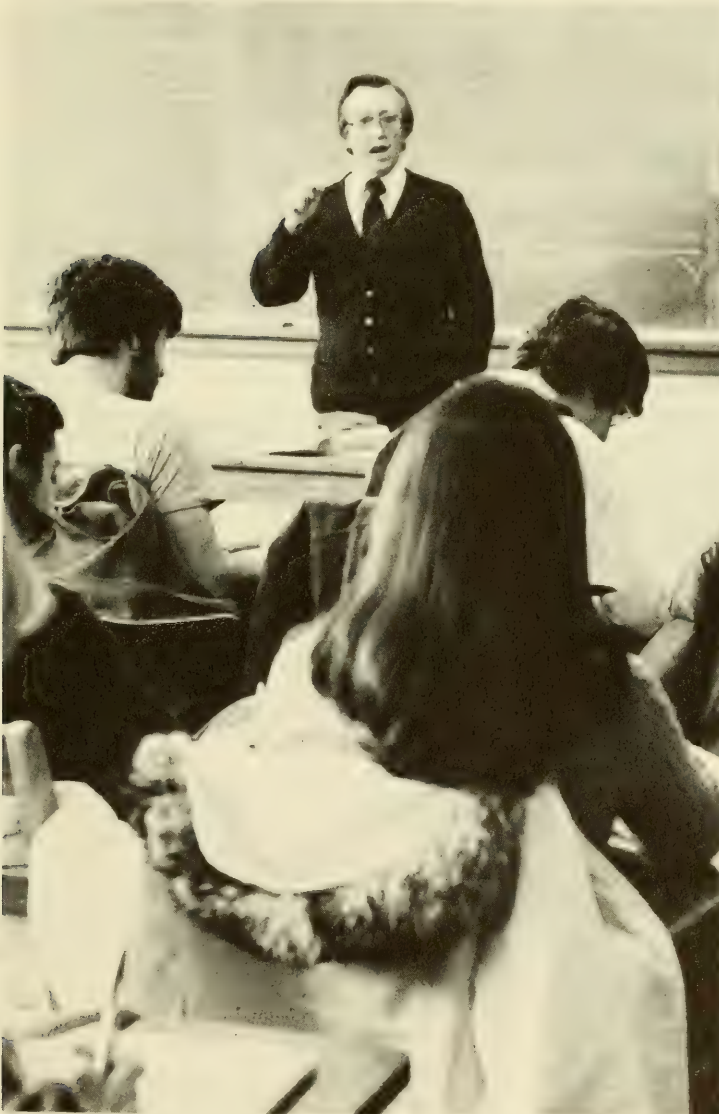
Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the Wall Street Journal is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

GETTYSBURG

**Courses
of Study**



Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

In general, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 27 and for a B.S. in Music Education at page 34. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

<i>Distribution Requirements</i>	<i>Departments offering courses that fulfill the Requirement</i>
Foreign Languages	Classics, German and Russian, Romance Languages
History/Philosophy/Religion (This is in addition to the distribution requirement in Religion)	Classics, Interdepartmental Studies, History, Philosophy, Religion, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)
Literature	Classics, English, Interdepartmental Studies, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)
Art, Music, Creative Writing, or Theatre Arts	Art, English, and Music
Laboratory Science	Biology, Chemistry, Physics
Social Sciences	Economics, Political Science, Psychology, Sociology and Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion department. The requirement of proficiency in written English can be demonstrated by passing English 101 or a writing examination administered to all entering students.

The required 4 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

ART

Professors Qually (*Chairman*) and Annis
Instructor Small

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses. Any course in art history may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 120, 141 and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121 and 141 in the freshman year. Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

A collection of more than 30,000 color slides supports the teaching of art history and studio classes. Students also have available a corresponding collection of 18,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY OF ART**111, 112 Ideas and Events Behind the Arts**

A study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate how changes in the arts as social, political and even natural events have stimulated response in the style and function of painting, sculpture and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Mrs. Small

120 Theory of the Visual Arts

A course intended to give the liberal arts student a basic approach to visual experience, and to develop a vocabulary with which to communicate his or her sensory responses to the environment. This is not a chronological survey but a study of visual form, space, expression, meaning, and style relating to painting, sculpture, architecture, urban design, and film. Slide illustrated lectures, independent reading, visual presentations, and group discussions will provide the means for this study.

Mrs. Small

203 Italian Painting 1300-1600

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Particular attention will be given to Giotto, Masaccio, Piero della Francesca, Botticelli, Michelangelo, Raphael, Bellini and Titian for their importance to the development of painting and for the variety which they, and others, give to the Renaissance style. Lectures supported by color slides taken on location also provide an introduction to the understanding of visual form. Alternative years, offered spring 1979.

Mr. Qually

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternative years, offered fall 1979.

Mr. Qually

206 European Painting 1700-1900

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to changes in the social, scientific, and philosophical structure. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch. Alternative years, offered fall 1978.

Mr. Qually

207 History of Architecture and Sculpture

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Alternative years, offered fall 1978.

Mr. Annis

208 Nineteenth-Century Architecture and Town Planning

A study of the primary stylistic and technological developments which influenced European and American architecture and urban forms during the period of an emerging industrial society. Analysis will be made of the historical, social, and esthetic factors which led to the revival of earlier building styles and contributed to the decisive but temporary separation of design and engineering. Particular attention will be given to the development of iron and glass technology, the effects of new modes of communication and transportation on the image and spatial character of the city, and the increasing significance of the architect, engineer, and urban reformer in the crucially changing world of the nineteenth century. Alternative years, offered fall 1979.

Mr. Annis

209 Twentieth-Century Architecture and Urbanism

An evaluation of the development and character of the urban environment as the visual embodiment of concurrent social, political, and economic theories and design systems. Emphasis will be placed on the historical and continuing significance of the agrarian ideal of Howard, Olmstead, F. L. Wright, and the effects of the ideas and works of such urbanist architects as Sullivan, Gropius, Van der Rohe, Corbusier, Kahn, Venturi, Safdie, and Soleri in shaping the contemporary structured landscape. Alternative years, offered spring 1980.

Mr. Annis

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. *Prerequisite for art history majors:* Art 206.

Mrs. Small

216 History of Modern Sculpture

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternative years, offered spring 1979.

Mr. Annis

219 American Painting

A survey of American painting from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Mrs. Small

220 Painting in America Since 1900

The course begins with a consideration of American responses to twentieth-century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

Mrs. Small

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment for sculpture.

By agreement with the student, the department may retain selected student work.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students during their undergraduate years.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Qually

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Qually

127, 128 Beginning Painting

An introductory course for non-majors, and for majors as an extension of drawing and design with, of course, emphasis on the important element of color. Designed to sharpen the student's visual responses, to increase an understanding of the relationship of form and space, and of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. *Prerequisites for studio majors:* Art 121, 141.

Mr. Qually

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors:* Art 121, 122.

Mr. Annis

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student, the art major, and those who plan upon graduation to undertake studies in the design fields of architecture or urban planning.

Mr. Annis

221, 222 Second Year Drawing

A continuation of 121, possibility of drawing the human figure, nude and clothed, individually and in group compositions. *Prerequisite:* Art 121.

Mr. Qually

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisites:* Art 127, 128.

Mr. Qually

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisites:* Art 131, 132.

Mr. Annis

235, 236 Second Year Sculpture

The student will formulate and conduct a program of correlated studio projects entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisites:* Art 135, 136.

Mr. Annis

321, 322 Third Year Drawing

Mr. Qually

327, 328 Third Year Painting

Mr. Qually

331, 332 Third Year Printmaking

Mr. Annis

335, 336 Third Year Sculpture

Mr. Annis

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

Staff

BIOLOGY

Professors Barnes and A. R. Cavaliere
(*Chairman*)

Associate Professors Beach, Hendrix, and Schroeder

Assistant Professors Logan, Mikesell, Sorensen, and J. Winkelmann

Laboratory Instructors S. Cavaliere, E. Daniels, M. Hinrichs, M. Packard, Price, and H. Winkelmann

Courses in the Department are designed to provide a foundation in basic biological concepts and principles and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized Study and January Term courses unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major, and because of the unstructured nature of the biology curriculum, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the areas of botany, genetics, physiology, and zoology.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is strongly urged that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.



Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and calculus. Any deficiency should be rectified with Mathematics 107, 108 (Applied Statistics and Applied Calculus) or Mathematics 111-112 (Calculus of a Single Variable).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January Term course designated for this purpose.

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

For all courses after Biology 111, 112 a prerequisite is Completion of Biology 111, 112, or (except for Biology 320, 323, 324, and 330) permission of the instructor.

101, 102 General Biology

This course is designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life; the structural organization within which these processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Staff

111, 112 Introductory Biology

An introduction to biological principles and concepts for science majors. First term: Structure and function of cells, genetics, development, and mechanisms in evolution. Second term: Functional morphology of organisms, behavior, evolution, phylogeny, and ecology. Three class hours and laboratory.

Staff

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories.

Mr. Winkelmann

205 Principles of Genetics

The principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory.

Ms. Logan

214 Biology of the Lower Organisms

Cellular and subcellular organization in viruses, bacteria, protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. Three class hours and laboratory.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

A synopsis of embryo-producing plants; covers primarily liverworts, mosses, and vascular plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

220 Physiology of Plant Growth and Development

The physiology of growth and function in vascular plants; the relationship between structure and function in plant systems; plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, general metabolic pathways. Three class hours and laboratory.

Mr. Cavaliere

302 Anatomy and Morphology of Angiosperms

An anatomical approach to the study of higher plant structures; origin and differentiation of tissues and organs, environmental aspects of development, plant anomalies. Six hours a week in class-laboratory work. Offered in spring term of even-numbered years.

Mr. Mikesell

304 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms; extensive field work for collection of local flora; methodology and principles of related disciplines; e.g., plant geography, cytogenetics and numerical taxonomy.

Mr. Mikesell

306 Ecology

The principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory.

Mr. Beach

308 Biology of the Fungi

Organization on the cellular and subcellular levels; culture techniques, morphology, physiology, reproduction and ecology; the relationship of fungi to human affairs—plant pathology, medical, economic and industrial mycology. Three class hours and laboratory. Offered in spring of 1979.

Mr. Cavaliere

313 Histology-Cytology

The structural organization of cells with special reference to the functional architecture of organelles; the cellular organization of human tissues and organs and the relationship of structure to function. Three class hours and laboratory.

Mr. Schroeder

315 Electron Microscopy & Ultrastructure

An introduction to the basic theory and practice of transmission electron microscopy using the RCA EMU4 electron microscope. Theory and practical techniques of tissue preparation including the use of the ultramicrotome. Introduction to interpretation of animal and plant ultrastructure. Lecture and laboratory by arrangement. Cost: approximately \$25.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Staff

320 Developmental Biology

A survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory.

Mr. Sorensen

323 Parasitology

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. Three class hours and laboratory.

Mr. Hendrix

324 Vertebrate Zoology

The classification and natural history of vertebrates, with emphasis on the local fauna. Six hours in class, laboratory, and field.

Mr. Winkelmann

327 Invertebrate Zoology

The biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on phylogeny. Six hours a week in class-laboratory work.

Mr. Barnes

330 Bacteriology

An introduction to the biology of bacteria: their morphology reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical characterization and host-parasite relationships of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

340 Vertebrate Physiology

An introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time (3-7 hours per week) is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Chemistry 111, 112. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry, including the relationship between protein conformation and biological activity; the structure and function of biological membranes; the generation and storage of metabolic energy and its regulation; the synthesis of macromolecular precursors; and the storage and expression of genetic information. *Prerequisites:* Chemistry 111, 112; Chemistry 203, 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

CHEMISTRY

Professors Fortnum, Rowland (*Chairman*), and Schildknecht

Assistant Professors Koran and Parker
Assistant Instructors Jackson, Risser,
and Rudewicz

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student regardless of the future career aspirations of that student.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, J 21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A or the appropriately designated January term course; OR 104 in conjunction with the appropriate January term course. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity extensively.

The department's library is at the disposal of all students enrolled in chemistry courses. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the department. Many qualified upperclassmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, and secondary school teaching.

101 General Chemistry

For students planning to complete only two courses in chemistry and who may have had limited or no previous instruction in chemistry. The most basic chemical principles are illustrated along with their applications to modern living and especially to such areas as business, health, ecology, and social problems. Laboratory experiments and demonstrations include new techniques, properties and uses of a wide range of natural and synthetic materials. Three lecture hours and one laboratory afternoon.

Mr. Schildknecht

102 General Chemistry

The elementary chemistry of carbon compounds, radiation and nuclear chemistry are emphasized with their impact upon medical sciences, agriculture and energy problems. Laboratory work includes identification of useful inorganic and organic substances by solution, chromatographic and instrumental techniques. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Schildknecht

104 Chemistry and the Environment

An introduction to some basic concepts in chemistry and their application toward an understanding of our environment. The course will begin with a basic treatment of atomic theory, chemical reactions, and gas laws, and through outside readings will treat some current problems, including environmental pollution, solar energy, the history of atomic energy, nuclear power plants, and the chemical bases for life. The laboratory will be used to illustrate basic chemical principles and calculations and to acquaint the student with some methods for environmental analysis. Chemistry 104 in conjunction with the appropriate January Term course may be counted toward the distribution requirement in laboratory science. *Prerequisite:* none. For non-science majors only. Three lecture hours and one laboratory afternoon.

Mr. Koran and Mrs. Jackson

111 Fundamentals of Chemistry

An introduction to current thoughts and practice in chemistry. Lectures deal with theories of bonding, geometry in chemical species, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric, gravimetric, and some simple spectrophotometric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker and Staff

112 Fundamentals of Chemistry

Kinetics and mechanisms of reactions, equilibrium, and electrochemistry are discussed in some detail. Electromagnetic radiation and crystal field theory and other theories of complex formation are studied to introduce aspects of molecular geometry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Parker and Staff

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, equilibrium, electrochemistry, and crystal field theory are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker and Mr. Fortnum

203 Organic Chemistry

A study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

An extension of the study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides, and enzymes. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory afternoon.

Mr. Rowland

J 21 Chemical Applications of Spectroscopy

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

The principles of thermodynamics and kinetic theory are applied in the study of the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions and laboratory exercises. The computer is utilized as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus (usually Math 211 or 212). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Theories of chemical kinetics, quantum mechanics and statistical thermodynamics are introduced and their applications to chemical systems are studied through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Modern instruments are utilized in the study of chemical analysis. Topics include electroanalytical methods, quantitative spectroscopy, chromatography, and radiation chemistry. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Koran

353 Advanced Organic Chemistry

A detailed analysis of structure and mechanism in organic systems is covered. Topics include qualitative and quantitative aspects of conformational equilibria, symmetry rules governing pericyclic reactions, and the use of spectroscopy in the study of organic mechanisms and reactions. Extensive readings in the current chemical literature are commonplace. Laboratory work involves advanced syntheses, quantitative organic analyses, and qualitative and quantitative uses of spectroscopy. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Rowland

373 Advanced Inorganic Chemistry

Topics include boron chemistry; valence bond, crystal field, and molecular orbital theories; and coordination chemistry. In addition to studying the stereochemistry and reaction mechanisms of coordination compounds, group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 306. Three lecture hours.

Mr. Parker

462 Individualized Study, Research

An independent investigation in an area of mutual interest to the student and a faculty director. The study normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in research should submit a written proposal to the department for approval at least four weeks before the last day of classes of the term preceding the term in which the course is to be taken. *Prerequisites:* Permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

CLASSICS

Professor Pavlantos (*Chairman*)

Assistant Professors C. R. Held and Parks

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations. Through knowledge of the past, students can be freed from a preoccupation with the present.

Requirements for a major in Latin: 9 courses beyond Latin 101, 102, including Latin 251 and 312. Requirements for a major in Greek: 9 courses beyond Greek 101, 102 including Greek 251.

In both Greek and Latin the intermediate (201, 202) course, or its equivalent, is a prerequisite for all higher-numbered courses.

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 311, 401, Greek 203, 204, 301, 302, 303, 304, 305, 306, and Classics 162, 164, 166 may be used in partial fulfillment of the literature distribution requirement. Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other three member colleges – Dickinson, Franklin and Marshall, and Wilson – share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

GREEK

101, 102 Elementary Greek

An introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Greek is not required. Offered 1978–79.

Mrs. Pavlantos

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisite*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

301 Homer

Selections from the *Iliad* and *Odyssey* are read with examination of syntax and style. Supplemental reading in English. Offered 1979–80.

Mr. Parks

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.

Mrs. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Offered 1978–79.

Mr. Heid

306 Greek Oratory

Selected orations of Demosthenes and Lysias are studied. Offered 1978–79.

Mr. Held

Individualized Study

Staff

LATIN

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Mr. Parks

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Latin is not required.

Mrs. Pavlantos

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite*: two years of secondary school Latin or Latin 101, 102.

Mr. Parks

203 Roman Prose

Selections from Roman prose writers. Intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Mr. Parks

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Offered 1978-79.

Mr. Held

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Mr. Parks

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Supplemental readings in English. Offered 1978-79.

Mrs. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper. Not offered every year.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin. Includes a thorough grammar review. Not offered every year.

Mr. Held

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Mrs. Pavlantos

Individualized Study

Staff

CLASSICAL LITERATURE IN TRANSLATION**262-266 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major, but may count toward a major with the consent of the department.

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1978-79.

Mrs. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1979-80.

Mrs. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1980-81.

Mrs. Pavlantos

**ECONOMICS AND BUSINESS
ADMINISTRATION**

Professors W. F. Railing (*Chairman*) and
Townsend (Part-time Visiting)

Associate Professors Baird, Harper (Part-time
Visiting) Hill, and Williams

Assistant Professors Collier, R. M. Gemmill,
Niir, and Stratton

Instructors Gondwe, Lewis, Patterson, and
Pineno

Lecturers Cerasa, Raffensperger, J. M. Railing,
Renner, and Slonaker

The Department offers a program designed to produce an understanding of economic theory and economic institutions, and to provide students with the specialized tools and knowledge required to analyze the important economic issues in human society. Theoretical and applied courses are offered which meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business or government. Fundamentals rather than techniques are stressed.

A student may select either economics or business administration as a major field. Economics is the social science which is concerned with the study of the operation of various types of economic systems. An economic system is the means whereby human societies answer the important economic questions facing them, such as how to allocate scarce resources efficiently, how to maintain economic stability, how to foster economic growth, and how to distribute the fruits of economic activity equitably. Business administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm or other organizations.

Minimum requirements for students majoring in economics are: Economics 101-102, 153, 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352. Majors in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 366, and to select three courses from the following: Economics 154, one advanced course in accounting, 351, 352, 361, 363, 365, and 367. In addition, the Department recommends that its majors take Mathematics 165. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two statistics courses covering essentially the same material. Therefore, a student who has taken Mathematics 107 or Sociology 302, 303 *prior to* declaring a major in economics or in business administration will not be required to take Economics 241, but will be required to take another course in the Department, selected in consultation with Dr. W. F. Railing, to replace Economics 241.

During the first two years of residence, all students who intend to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements.

Economics 101-102 is a prerequisite for all courses offered by the Department except Economics 153, 154, 253-254, 310, 353-354, 355, 356, 363, 364, and 373-374. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Therefore, a student who majors in business administration or in economics and concentrates in accounting at Gettysburg College will not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the following courses are included in his or her program: Economics 153, 154, 253-254, 305, 363, 364, 367, and at least four of the following: 353-354, 355, 356, and 373-374.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 400 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 36 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

101-102 Principles of Economics

The purpose of these courses is to give the student a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. The courses deal with topics of neoclassical, Keynesian, and post-Keynesian economics, such as national income, employment and growth, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgments on public policy issues.

Mr. Collier, Mr. Gemmill, Miss Harper, Mr. Niiro, Mr. Railing, Mr. Townsend, Mr. Stratton, and Mr. Williams

153 Financial-Managerial Accounting

The primary objectives are to have the student grasp the overall usefulness of accounting to management and other interested parties, and to understand and use typical accounting reports of both the internal (managerial) and external (published) types. Special emphasis is placed on the role of accounting in managing economic units by analyzing and interpreting financial statements. The subject matter is presented largely from the point of view of the user, rather than the producer, of economic information. Offered during the fall and spring terms.

Mr. Baird, Mrs. Cerasa, Mrs. Lewis, Mr. Patterson, and Mr. Pineno

154 Fundamentals of Accounting Theory

A more detailed study of the process of identifying, measuring, recording, classifying, and summarizing economic information for single proprietorships, and corporations. Topics covered include the worksheet, special journals, electronic data processing, payroll, interest, investments, and cost accumulation, including its control. The subject matter is presented largely from the point of view of the producer, rather than user, of economic information. Offered during the fall and spring terms. *Prerequisite:* Economics 153.

Mr. Baird, Mrs. Cerasa, Mrs. Lewis, Mr. Patterson, Mr. Pineno, Mr. Renner, and Mrs. Slonaker

241 Introductory Economics and Business Statistics

The purpose of this course is to introduce the student to statistical techniques and quantitative analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis, the normal distribution and applications; Chi-square applications; probabilities based on the normal distribution, the binomial distribution, and the Poisson distribution; sampling; inference theory and its application to decision-making; and linear regression and correlation. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 302, 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

This course introduces more advanced statistical theory and its application to economic and business problems of analysis and forecasting. It includes nonlinear regression and correlation; multiple regression and correlation; Chi-square tests; variance analysis; index numbers; and time series and their decomposition as to trend, cyclical, seasonal, and irregular components. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce, and input-output analysis, flow of funds analysis, and national balance sheets. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

245 Intermediate Microeconomic Theory

An advanced study of the partial equilibrium theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; general equilibrium; welfare economics; and linear programming. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Messrs. Collier, Hill, and Stratton

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite:* Economics 153, 154.

Messrs. Baird and Patterson

301 Labor Economics

A study of the economic aspects of the employer-employee relationship from the viewpoint of employer, employee, and the public is presented. Discussions of contract determination; labor movements, problems and legislation; union organization and behavior; and labor-management relations are included. *Prerequisite:* Economics 101-102. *Recommended:* Economics 245.

Mr. Stratton

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory, and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite:* Economics 101-102.

Mr. Gemmill

305 Public Finance

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of government debt in the United States are also studied. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

310 Cultural, Social, and Physical Geography

The first half of the course is a survey of the physical environment to acquaint the student with the elements and interrelationships of the atmosphere, the hydrosphere, and the lithosphere. The second half of the course is a systematic and regional study of the habitable earth with emphasis on latitudinal position, the climatic and demographic resource limits: fauna and flora distributions; and the superimposed involvement of cultural, economic and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools.

Mr. Hill

324 Comparative Economic Systems

A comparative analysis of socialism, capitalism, centrally planned and free enterprise economies. Primary attention is given to the economic, political, philosophic, and historic aspects and institutions of Soviet type societies in relation to non-Soviet economies. *Prerequisite:* Economics 101-102. *Recommended:* Economics 243, 245.

Mr. Stratton

333 History of Economic Thought and Analysis

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic problems. Particular emphasis is laid on the economic, nationalist, and socialist criticisms of this type of economic thought; historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite:* Economics 101-102.

Mr. Collier

336 International Trade

An examination of the pure theory of international trade. Topics to be discussed include the emergence of the modern views on trade, the reasons for and the gains from trade, factor price equalization, tariffs, quotas, and customs duties. Emphasis will be placed upon the application of basic economic tools and concepts to problems in the area. *Prerequisite:* Economics 101-102. Please note that students who have previously taken International Economic Development and Trade may not take this course for credit.

Mr. Collier

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development will be covered. Various theories of economic growth and development will be analyzed and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

This course is designed to introduce the student to the application of calculus and matrix algebra in economic theory, economic measurement, and business administration, and to enable him or her to carry theory from economic into mathematical terms and vice versa. Readings in the economic and business literature, and problems will be assigned. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

This course is designed to introduce the student to the applications of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242 Mathematics 358.

Mr. Niiro

353-354 Cost Accounting

The study of physical and monetary input-output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisites:* Economics 153, 154. Alternate years, offered 1977-78.

Messrs. Patterson and Pineno

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Economics 153, 154. Alternate years, offered 1978-79.

Messrs. Baird and Raffensperger

356 Federal Taxes

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on the researching of tax problems through use of loose-leaf tax services. Some work on the preparation of returns is also included. *Prerequisites:* Economics 153, 154.

Messrs. Baird, Patterson, and Raffensperger

361 Marketing Management

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

Mr. Pineno

363 Business Law I

The purpose of Business Law I is three-fold: (1) to introduce the student to the American judicial system, (2) to make the student aware of how legal disputes can occur, and (3) to help prepare the student for the Business Law Part of the Certified Public Accounting Examination. An overview of the historical development of law, the sources of law today, and criminal and tort laws are presented. The law of contracts is then explored in depth. Civil procedure and the court systems as well as secured transactions are also fully discussed. Offered during the fall and spring terms.

Mrs. J. M. Railing

364 Business Law II

This course is a continuation of Business Law I. The student is given further preparation for the Business Law Part of the Certified Public Accounting Examination. Among the topics covered are commercial paper, employment, principal and agent, partnerships, corporations and estates. *Prerequisite:* Economics 363.

Mrs. J. M. Railing

365 Personnel Management

The changing nature of the management commitment and the essential techniques, attitudes, and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making process as it affects the individual and the organization, as well as the central importance of the individual in the organization. The place of character and personality, and a sense of individual and social responsibility are also stressed. *Prerequisite:* Economics 101-102.

Mr. Williams

366 Business Management

The language background, and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied, and further consideration is given to the contribution of behavioral and management sciences in treating the organization as a complex interrelated system. The attributes of good administration and administrative practices are emphasized. The decision-making process and the place of the computer in modern management are considered. The key position the professional manager holds in the firm or any other organization and in the economy is stressed. The importance of a professional attitude is introduced. The organization is presented as the preeminent user of people, and of knowledge through people, as a major managerial and social responsibility. *Prerequisite:* Economics 101-102.

Mr. Williams

367 Business Finance

An introduction to the principles, practices, and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate firm. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure, and reorganization. Emphasis is upon the application of economic theory and basic decision theory to the financial problems and practices of the firm. *Prerequisite:* Economics 101-102.

Mr. Gemmill

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Economics 253-254. Alternate years, offered 1978-79.

Mr. Baird

400 Senior Seminar

Open to senior majors with the consent of the Department. Research papers on contemporary economic and business problems are prepared and discussed. Seniors must take this course to qualify for Departmental Honors.

Mr. Gemmill

Individualized Study

Well qualified students may pursue topics of an advanced nature, through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairman. Offered during the fall and spring terms.

Staff

EDUCATION

Professor Rosenberger (*Chairman*)
 Associate Professor J. T. Held
 Assistant Professors Packard and Slaybaugh
 Lecturer K. Ciolino
 Supervisor of Elementary Teachers Harvey

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 31 to 35.

201 Educational Psychology

The development of the individual and the development of psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

209 Social Foundations of Education — Secondary

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Study of secondary curricular programs. Sophomore year course. Psychology 101 recommended as background.

Mr. Rosenberger

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching—learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Education 201. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

The secondary subjects are: biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 201.

Mr. Packard and Special Instructors

309 Social Foundations of Education — Elementary

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American education systems, and the relationship of the modern school to society. Elementary teacher education students enroll for this course during the Education Term.

Mr. Packard

328 Principles of Guidance

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 201.

Mr. J. T. Held

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 201.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Diagnosis and remedial tutoring of elementary school pupils who have reading problems. Elementary education students enroll for this course during the Education term. *Prerequisite:* Education 331.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

Each member of this seminar will undertake a teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Elementary or Secondary Education Program. Students should register for Education 411 in the Fall or Spring term prior to their Education Term.

Staff

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 306, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the Spring Term.

Messrs. Slaybaugh and Packard

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the Spring Term.

Messrs. Rosenberger and J. T. Held

ENGLISH

Professors Baskerville, Clarke, Geyer
(*Chairman*), Lindeman, Pickering, Schmidt,
and Stewart

Associate Professors Bolich, Locher, and
Myers

Assistant Professors DiPesa, Fredrickson, and
McComb

Lecturers Guise, Hartzell, Hogan, Jones, and
Schwartz

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in teaching, publishing, law, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The Department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The Department offers two types of major: a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama.

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the fall term of Literary Foundations of Western Culture (IS 103). All majors in literature are required to take English 151, 152, 153 and the fall term of Literary Foundations of Western Culture (IS 103), normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
 - A. English 331, 334, 337, 338
 - B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

Majors in English should choose their two remaining electives from the following: English 218, 219, 225, 323, 324, 328, 329, 332, 351, 352. English 101, 121, 122, 123, 124, 135, 136, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Major in Theatre Arts and Drama In addition to English 151, 152 and IS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366.
- III. Electives (3 courses): Any of the above-listed Theatre Arts and Drama courses and/or any of the following: Theatre Arts 252, J 3, J 95. Speech 220, 301, 303. A course in Dance.

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the fall term of Literary Foundations of Western Culture (IS 103). Working with the chairman of the English Department, each elementary education student will design a major program, following as closely as possible the department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 301 or 302 and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204, and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the college distribution requirement in literature. Theatre Arts 203, 204, 252 and English 205, 206 may be used to fulfill the college distribution requirement in art, music, creative writing, or theatre arts.

101 English Composition

Aims to develop the student's ability to express himself or herself in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated in the spring term.

Staff

121 Studies in Narrative

An intensive study of various forms of narrative, with emphasis on the novel, but may include also the epic, film, and other art forms at the discretion of the instructor. A typical course might include several narrative types developing a single theme—for example, the quest. Primarily for freshmen but open to a limited number of sophomores.

Staff

122 Studies in Short Fiction

An intensive study of short fiction and its elements, with some attention to the development of the modern short story. Primarily for freshmen but open to a limited number of sophomores.

Staff

123 Studies in Poetry

A detailed study of selected poems, chiefly British and American, through critical analysis of form, structure, and meaning. Primarily for freshmen but open to a limited number of sophomores.

Staff

124 Studies in Drama

This course involves an intensive study of a number of plays representative of the history of the drama from classical to contemporary times. Of major emphasis are the techniques by which the dramatic experience compels audience—reader involvement, the strategies which assist in comprehending this experience and the ways in which each of the plays relates to the literary tradition of which it is a part.

Staff

135, 136 Modes of Literature

A major literary mode, here defined both as an attitude which the author assumes toward his subject and as the manner in which the subject reveals itself, will be the primary focus. Through the reading of a varied group of poems, plays, stories, and essays that exhibit common characteristics of a mode, the student will consider the origin and qualities of each mode, its evolution, some of the important writers, and the kinds of experience it presents. One or more modes will be offered from term to term—for example, tragedy, comedy, satire, romance.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis and students will write several short critical papers each semester.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics.

Messrs. Fredrickson and Locher

201 Advanced Composition

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Mr. Pickering

203 Journalism

This is a general introduction to the field of journalism. Students will spend most of their time practicing the techniques of writing news copy, feature, sports, and editorial articles; composing headlines, doing make-up, and essaying their talents at copy reading and rewrite. The class will spend as much time as can be arranged visiting local newspaper and printing plants and interviewing professional journalists.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth century (218) and nineteenth century (219). English 218 offered 1978-79.

Mr. McComb

225 The Golden Age of English Drama

Somewhat overshadowed by the genius of Shakespeare, the achievement of other dramatists during the English Renaissance is nonetheless outstanding in its own right. After some attention to the beginnings of the drama in the Middle Ages, this course will study such writers as Marlowe, Jonson and Chapman in order to assess the literary importance of Shakespeare's contemporaries.

Mr. Myers

226 Introduction to Shakespeare

Designed for students not majoring in English, this course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought.

Mr. Myers

231 to 260 Studies in Literary Topics

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from term to term and may include some of the following: Creativity and the Unconscious, Woman as Literary Artist, The Gothic Tradition, American Humor, the 1920's, Black Literature. Designed primarily for the nonmajor, but may be counted toward the major. Fulfills distribution requirement in literature. With the consent of the department, a student may take this course more than once. Open to freshmen.

Staff

301 Introduction to Linguistics

This course attempts a systematic but largely non-technical survey of major aspects of language. Emphasized are the structure of modern English, semantics, and the nature and development of social and geographical dialects. The course aims at enhancing the student's understanding of the complexity of language and its profound significance in human life.

Mr. McComb

302 History of the English Language

The purpose of this course is to provide a historical understanding of the vocabulary, the forms, and the sounds of the language from the Old English/Anglo-Saxon periods through the twentieth century. Class time is spent in developing an elementary reading knowledge of Old and Middle English so as to deal effectively with those laws that govern the development of English sounds—i.e., Grimm's and Verner's Laws through the Great Vowel Shift.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Prose of the Realistic Period

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry Before 1900

The development of American Poetry from Anne Bradstreet to Stephen Crane will be studied. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1900 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Cary and others will be included.

Messrs. Fredrickson and Geyer

328, 329 Twentieth Century Drama

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others. Alternate years. Offered 1978-79.

Mr. Schmidt

331 Mediaeval Literature

A sketch of the development of Western literature from the Patristic age through the Carolingian revival precedes a careful study of the twelfth century literary renaissance. Certain major subjects are always included in the course: Anglo-Saxon poetry, Middle English lyrics and metrical romances, the Arthurian legend, Courtly Love, the Tristan and Isolde story, and the Grail legend. If time permits, other major works will be studied.

Mr. Baskerville

332 Mediaeval Narrative

Beginning in late Classical times, the course will sample the forms of Mediaeval Narrative with particular emphasis on Chaucer's contemporaries in the Fourteenth Century and on the works of Thomas Malory.

Mr. Pickering

334 Renaissance Literature

Selected works of Pico della Mirandola, More, Machiavelli, and Castiglione are read in order to provide a background in basic Renaissance ideas and attitudes. The course then concentrates on the development of these ideas and attitudes in English writers like Daniel, Drayton, Marlowe, Shakespeare, and Sidney, and finally Spenser, whose works are used to summarize the highest achievement of the English Renaissance in non-dramatic literature.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, and thought of the period extending from the last years of Elizabeth to the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan; the remainder of the course will be devoted to the works of Milton, studying both his development as a poet and his relation to his age.

Mr. Lindeman and Ms. Di Pesa

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose and poetry written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, and Johnson and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry, prose, and selected drama with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Wilde, and the Art for Art's Sake Movement.

Mr. Geyer

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

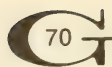
Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") is the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

By means of a careful analysis of language, characterization, and structure in each of the numerous plays considered, this course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the early plays through Hamlet and Troilus and Cressida; the spring term upon the later plays.

Mr. Myers



400 Senior Seminar

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

Staff

Individualized Study

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for individualized study must be made in advance of registration. Repeated in the spring term.

Staff

THEATRE ARTS

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

203, 204 History of the Theater

A survey of the theatre from the primitive to the present. Attention will be devoted to the continuity of theater throughout the ages, with particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part. The fall term is devoted to theatre of the Primitive, Egyptian, Greek, Roman, Medieval, Elizabethan, Spanish, Renaissance periods, as well as to the Oriental theatre. The spring term is concerned with the Italian Renaissance (including *Commedia dell'Arte*), French Neoclassical, Restoration, Eighteenth Century, Nineteenth Century, American and Modern periods. Alternate years. Offered 1979-80.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and the technique of the art of the actor; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis.

Mr. Schmidt

252 Studies in Film Aesthetics

Through a study of historically significant films, film theory and criticism, this course aims to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1978-79.

Mr. Fredrickson

301 Play Production

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

Mr. Schmidt

310 Directing

The study of the theory and technique of the art of the director; the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and the technique of the art of the actor; the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization. Acting techniques in periods other than our own will be studied and employed in a series of scenes. These periods include Classical Greek, Italian Renaissance, Elizabethan, and Restoration, and will include work in both comedy and tragedy. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor.

Mr. Schmidt

SPEECH

101 Public Speaking

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

Mr. Bolich

201 Advanced Public Speaking

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of the public address as an art form. *Prerequisite:* Speech 101.

Mr. Bolich

220 Mass Communication

A study of radio, television, and motion pictures and impact on society. Considerable attention will be given to the silent films.

Mr. Bolich

301 Voice and Diction

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

Mr. Bolich

302 Argumentation and Discussion

An introduction to the principles of argumentation. The discovery, selections, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

Mr. Bolich

303 Oral Interpretation

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

Mr. Bolich

304 Radio Speech

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

Mr. Bolich

GERMAN AND RUSSIAN LANGUAGES
AND LITERATURESProfessor Schneider (*Chairman*)

Associate Professor Crowner

Assistant Professors G. Collier, McCardle, and Ritterson

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian peoples and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 211, 212, 301, 302, 321, 322, and three courses from those numbered 213, 323, 324, 325, 326, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

FRENCH — SEE ROMANCE LANGUAGES
AND LITERATURES

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least one German literature course in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Distribution Requirements The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, Russian 119, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy or religion and, with the consent of the History Department, toward a history major: German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

A study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. Schneider

213 Survey of German Culture Since 1945

A study of the culture, society and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings in both critical/analytical and literary works. A knowledge of German is not required. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. McCardle

*German Literature***119, 120 German Literature in Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. Accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).
Staff

321, 322 German Literature of the Eighteenth Century

A study of German literature of the Enlightenment, Storm and Stress, and Classicism, with special emphasis on Lessing, Schiller and Goethe. Critical reading and analysis of representative works. Outside reading and reports.

Mr. Schneider

323, 324 German Literature of the Nineteenth Century

A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports.

Staff

325, 326 German Literature of the Twentieth Century

A study of German literature from 1870 to the present with emphasis in the fall term on writers of Naturalism, Impressionism, and Expressionism, and in the spring term on post World War II writers. Critical reading and analysis in class of representative works. Outside reading and reports.

Mr. Crowner

328 Goethe's Faust

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Mr. Schneider

400 Senior Seminar

Intensive study of selected aspects of German language, literature and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the department.

RUSSIAN**101, 102 Elementary Russian**

The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

Mr. Collier

119 Russian Literature in Translation

A reading of representative works in the areas of the novel, drama, and poetry. The works will be studied from the standpoint of ideological and philosophical themes as well as from the standpoint of aesthetic and literary values. Although there will be an emphasis on some of the great works of the nineteenth century, there will also be selections from more recent times. Counts toward the distribution requirement in literature.

Mr. Collier

201, 202 Intermediate Russian

This is a continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

Mr. Collier

409, 410 Individual Readings in Russian

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Mr. Collier

GREEK — SEE CLASSICS

HEALTH AND PHYSICAL EDUCATION

Professor Haas

Associate Professors Biser, Hulton, Hummel,
Kenney, Sabol, Shoemaker, and Wescott
(Chairman)

Assistant Professors Bowers and Reider

Instructors Donolli, W. Miller, Rahn, Rost,
Schlie, Streeter, and Swivel

Lecturer J. Annis

Assistants Bergdale, Conway, Seybold, and
Wright

The general aim of this Department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence, and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in college and in later life.

Four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One quarter term of study is required from each of the following four groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit
through proficiency testing)

Group II AQUATICS

HPE 113 Swim I (non-swimmers)
115 Swim II
117 Advanced Lifesaving
119 Water Safety Instructor

120 Endurance Swim Club
122 Synchronized Swim
124 Swimnastics
126 Water Polo
128 Diving

Group III FITNESS

HPE 131 Body Conditioning
133 Weight Training

134 Field Hockey
136 Team Handball
138 Track and Field
140 Jogging Club
142 Aerobics
144 Judo I
146 Judo II
148 Self-defense
150 Gymnastics
152 Soccer
154 Basketball
156 Speedball

Group IV RECREATIONAL SKILLS

HPE 161 Contracts (Individualized Program)
163 Horsemanship I*
165 Horsemanship II*
167 Riflery*

166 Golf I
168 Tennis I
170 Tennis II
172 Volleyball I
174 Volleyball II
176 Badminton
178 Archery
180 Fencing
182 Bowling*
184 Touch Football
186 Softball
188 Handball
190 Paddleball
192 Racquetball
194 Modern Dance I
196 Modern Dance II
198 Folk and Square Dance

In Group I freshman and transfers may take a proficiency test in health. If passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken.

*Requires extra fee

In each of the other three groups, the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken during the same term are the equivalent of a full term. The four group requirements may be taken in any sequence.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105 Health Science in Group I.

The Department also offers an approved teacher training program for men and women. Prospective majors in Health and Physical Education should schedule Biology 111 or 101, 112 or 102, and HPE 112 during their freshman year. For the prospective secondary school teacher the Department cooperates in offering Ed 304 Techniques of Teaching and Curriculum in Secondary Health and Physical Education.

Required for a major are the following courses: the seven Major Skills courses, 112, 209, 211, 214, 317, 318, 320, 325, 332, and 400. Professional education courses required are Ed 101 or J 1 Educational Psychology, Ed 303, Ed 304, Ed 309 or J 9 Social Foundations of Education, and Ed 477.

Non-majors who wish to become teacher-coaches are advised to take the following courses which will aid in their future coaching certification: HPE 214, 317, 318, 340 or J 25 Sociology of Sport, J 27 Coaching of Football, Baseball, and Their Ramifications, and J 34 Organization, Administration, and Coaching of Basketball and Wrestling.

In addition to the required programs in health and physical education and the major programs, the Department offers extensive voluntary programs in intramural sports and in intercollegiate athletics for both men and women.

There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registrations, or, for majors in that department, for the required quarter courses in the junior and senior years. Quarter courses beyond these limits will cost a student \$100 per quarter course.

101, 102, 201, 202, 301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, judo, and conditioning activities. For health and physical education major students and taken each fall and spring term except during student teaching.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Wescott

209 Aquatics

Includes the official Red Cross courses for Senior Life Saving, Water Safety Instructor I, and Water Safety Instructor II, leading to certification. Theoretical and practical training in the course provides teaching methods and techniques in basic swimming strokes, diving, and lifesaving. In addition, emphasis is given to the coaching of swimming teams, management and control of pools and waterfronts, and maintenance of swimming and boating facilities.

Mrs. Bowers

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. Finally, the examination of the relationship of personal health problems to the community at large.

Miss Kenney

214 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser

317 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

Mr. Biser

318 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

Mr. Donolli

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Mr. Rahn

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Rost

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Miss Schlie

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Miss Kenney

462 Individualized Study

A study of the various methodological approaches used in research. Designed especially for those planning to continue with graduate study. Offered either term.

Mr. Streeter

HISTORY

Professors Bloom, Crapster (*Chairman*), and Glatfelter
Associate Professors Bugbee, Fick, Forness, and Stemen

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done". Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Social Studies.

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history.

Senior research seminars—number 401 to 449—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

101, 102 History of Europe from the Renaissance

After noting the medieval background, these two courses survey major political, economic, social, and intellectual developments in Europe from the Renaissance to the present. The first course goes to the French Revolution; the second extends from 1789 to the present.

Messrs. Crapster and Fick

131, 132 History of the United States

These two courses, with their dividing point at 1865, provide a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

These courses survey English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

Mr. Stemen

223 United States Relations with East Asia

A study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Mrs. Gemmill

231, 232 Biographical Approaches to American History

An introduction to American history through biographies of representatives and influential persons in significant periods in America's past. Historical forces which shaped their lives and the impact on American development of each person studied are examined. An attempt is made to establish criteria for determining the place of biography as acceptable history. The dividing line between the two courses is 1865.

Mr. Bloom

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

300 Historical Method

This is a course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

History 311 covers the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Some attention is given to the civilization of Byzantium and Islam.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, this course treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and the rest of Europe between 1789 and 1815.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization and Democracy

After a survey of European developments 1815-48, the course studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War.

Mr. Crapster

318 Europe and Two World Wars

This course studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

This course offers perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the National and Communist revolutions.

Mr. Stemen

326 Russia in the Nineteenth Century

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included.

Staff

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Bloom

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

333 American Economic History

This course examines the economic incentives for colonial settlement, for revolutionary change, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over currency, and for the coming of government regulation of business.

Mr. Bloom

335, 336 American Social and Cultural History

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, this course stresses political and constitutional developments to 1750, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

This course begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

Mr. Forness

345 Civil War and Reconstruction

The course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America, followed by examination of the failure to fix upon a mutually acceptable and permanent compromise, the military and diplomatic conflict of 1861–1865, and the problems associated with Reconstruction.

Mr. Bloom

348 Early Twentieth Century America

This course deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

This course deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:**401 England in the 1880's**

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency

Mr. Bloom

407 Diplomacy of the Truman Administration

Mr. Stemen

408 American-Chinese Relations

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 American-Far Eastern Relations

Mr. Stemen

Individualized Study

With the permission of an instructor who will supervise the project, a student may arrange for an individual tutorial, research project, or internship. Either term.

Staff

INTERDEPARTMENTAL STUDIES

Lecturers J. Gemmill, L. Lindeman,
M. Baskerville, and Smith

Through the Committee on Interdepartmental Studies, the College offers courses and promotes opportunities for specialized interdepartmental programs that coordinate courses available in a variety of academic areas. Among these opportunities is the Special Major: a student with the consent of two supervising faculty members from different departments may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. Such a major need not be built around any of the courses or programs listed below. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes a substantial number of advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors.

The Committee on Interdepartmental Studies bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies.

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others use methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

A course introducing the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. The fall term studies characteristic ideas and institutions affecting economic, political, and religious developments during the Middle Ages, Renaissance, Reformation, and Enlightenment. The spring term concentrates on the Western world since the French and American Revolutions. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents includes authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Mrs. Small

206 Byzantine Civilization

The class will investigate the civilization which centered in Constantinople (now Istanbul) from the time the capital of the Roman Empire was moved there in 330 A.D. until its capture by the Turks in 1453. Equal consideration will be given to analysis of the social, political, economic, and theological structures of this "Mother" of Eastern and Western European civilizations. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Trone

211 Perspectives on Death and Dying

Death and dying will be viewed from many different perspectives: theological and philosophical, psychological and sociological, economic and legal. Various views of the past and present, East and West, will be examined, as well as such problems as dignity in dying, what happens after death, euthanasia, body disposal, and therapeutic grieving practices. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Moore

227, 228 Civilization of India

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on Buddhism, the evolution of Hinduism, and the representation of these in art and literature. The second includes an investigation of historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in history, philosophy, or religion. Alternate years, offered 1978-79.

Mrs. Gemmill

235 Introduction to African Literature

A general introduction to traditional and modern literature from Africa south of the Sahara written primarily, but not exclusively, in English and French. (All works not originally written in English will be read in translation.) An introductory section will be devoted to the oral tradition. The remainder of the course will treat the primary themes of contemporary African literature, the majority of which bear the stamp of the colonial experience and its aftermath. Representative readings will be chosen from West, South and East Africa and will include novels, poetry, drama and short fiction. Consideration of social, political and anthropological questions will be balanced by aesthetic appreciations throughout. Class discussions will be encouraged and a term paper and final examination will be required. Fulfills distribution requirement in literature. Alternate years, offered 1979-80.

Mr. Michelman

237, 238 Literature of India

A study of major literary works of Indian culture from the standpoint of religion, history, and aesthetics. The first course will include Vedic hymns, major epics, Bhagavad Gita, and Sanskrit literature of the Gupta period. The second will deal with epics and lyrics of the Tamil culture, the poetry of bhakti, the Persian literary tradition, and the modern novel inspired by Western influence. Complete works will be read and discussed using criticism from Western and Indian sources. Fulfills distribution requirement in literature. Alternate years, offered 1979-80.

Mrs. Gemmill

244 An Introduction to American Folklore

After introducing folkloric theory and method, the course will survey the various types of American folklore: myths, tales, ballads, art, music, dance, games, et cetera. Students will be asked to investigate in some depth one of these types and encouraged to collect from primary sources.

Mr. Locher

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. Authors studied include Kierkegaard, Dostoyevsky, Conrad, Tillich, Faulkner, Camus, R. Niebuhr, Hemingway, Wieman, and West. Fulfills distribution requirement either in history, philosophy, or religion, or in literature.

Mr. Loose

320 Human Sexual Behavior

This course is designed to discuss biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. The work of psychologists such as Freud, Ellis, and Fromm and biologists such as Masters and Johnson, and Morris, and sociologists such as Bell, Karlen, and Mead will be discussed. Literary works by Lawrence, Roth, and de Sade will be included.

Mr. Jones

350 History of Modern Western Thought

The course covers the major ideas and intellectual movements of the nineteenth and twentieth centuries in the natural sciences, economic, social and political thought, philosophy, religion, and the arts. Topics such as romanticism, utilitarianism, liberal humanism, positivism, evolutionary thought, socialism, the development of psychology, the ideologies of fascism and communism, the philosophies of existentialism and logical empiricism, and expressionism and surrealism in the arts are included. The approach to the material is chronological and emphasizes the historical relationships between the ideas, but some attention is given to the general historical context. The primary purpose of the course is to understand our recent intellectual heritage, and its impact on the contemporary mind. The course is designed for students with a general background in the history of the nineteenth and twentieth centuries. Open to juniors and seniors, and to others by permission of the instructor. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Schubart

352 Modern Political Thought

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties.

Mr. Tannenbaum

401 Senior Scholars Seminar: The Future of Man

The purpose of this seminar is to provide an opportunity for senior students of outstanding ability to participate in a problem-solving course concerning an issue which affects the future of man. The issue selected for each year's seminar will be one whose solution requires a multi-disciplinary effort. Examples of appropriate problems include the design of a development plan for a country or the construction of a set of guidelines which would govern man's application of genetic engineering to himself. Resource persons from on and off the campus will be utilized. The seminar participants will produce a comprehensive report of their findings for campus publication and distribution. This course carries credit for two courses. Interested students should consult page 31 of this catalogue for admission criteria.

**411, 412 Experimental Seminar in Teaching
Interdepartmental Studies 101, 102**

The members of this seminar will attend the regular meetings of Interdepartmental Studies 101, 102. They will lead discussion groups for that course. Sessions of the seminar itself will be devoted to discussions of the materials and methods of Interdepartmental Studies 101, 102 in the light of the more advanced reading required for the seminar. In addition, each student will write a paper evaluating his or her experience. Evaluation will be conducted on the basis of contribution to the discussion group; contribution to the seminar; and the quality of the evaluative paper. Open only to students selected by the instructor.

Mr. Richardson

451 Individualized Study: Tutorial in Interdepartmental Studies**461 Individualized Study: Research in Interdepartmental Studies**

SPECIAL INTERDEPARTMENTAL PROGRAMS

ASIAN STUDIES

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the college has access:

- 1) An introduction to South Asia including Civilization of India, Religions of South Asia, and Asian Political Systems.
- 2) An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia, Asian Political Systems, and Modern China.
- 3) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.

AMERICAN STUDIES

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the faculty's Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the Freshman Seminar brochure and the January Term catalogue list many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

ASIAN STUDIES COURSES

IS 227, 228 The Civilization of India

IS 237, 238 Indian Literature

History 221, 222 History of East Asia

History 321 Modern China

Political Science 202 Asian Political Systems

Religion 241 Religions of South Asia

Religion 242 Religions of East and West Asia

MEDIEVAL AND RENAISSANCE STUDIES

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies.

MEDIEVAL AND RENAISSANCE STUDIES COURSES

- Art 111 Ideas and Events Behind the Arts
- Art 203 Italian Painting, 1300 to 1600
- Art 205 Northern European Painting, 1400 to 1700
- Art 207 History of Architecture and Sculpture
- Classics: Latin 306 St. Augustine
- English 302 History of the English Language
- English 331 Medieval Literature
- English 332 Medieval Narrative
- English 334 Renaissance Literature
- English 362 Chaucer
- English 365, 366 Shakespeare
- English Theatre Arts 203 History of the Theatre
- History 203 History of England
- History 311, 312 Medieval Europe
- History 313 Renaissance and Reformation
- IS 101 Ideas and Institutions of Western Man
- IS 103, 104 Literary Foundations of Western Culture
- IS 206 Byzantine Civilization
- Music 312 History of Medieval, Renaissance, and Baroque Music
- Philosophy 303 History of Philosophy: Classical
- Philosophy 304 History of Philosophy: Medieval and Early Modern
- Religion 121 Church History: To the Eighth Century
- Religion 331 The Church Fathers
- Spanish 305 History of Spanish Literature: Origins to 1700

LATIN — SEE CLASSICS

MATHEMATICS

Professors Holder and Fryling (*Chairman*)
Associate Professors Flesner, Kellett,
Leinbach, and Moorhead
Assistant Professor King
Lecturers Mechtly and Wood

The mathematics curriculum is designed to provide a foundation for students who will specialize in mathematics or in fields which use mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in mathematics to prepare for graduate study, for teaching, or for careers as applied mathematicians.

A student intending to major in mathematics normally will take the basic sequence Mathematics 111-112, 211-212 during his freshman and sophomore years. Advanced placement, either in Mathematics 121 or 211, is possible for those who have scored sufficiently high on the Advanced Placement Examination or who otherwise can demonstrate mastery of the material of a full-year high school calculus course. Placement of such accelerated students will be determined on an individual basis by the Department Chairman. Students with inadequate preparation for Mathematics 111 should take Mathematics 110 in the fall, followed by Mathematics J 21 (Calculus and the Computer) in January and Mathematics 112 in the spring. Additional requirements for a major with non-teaching objective are Mathematics 234, 313 and six other 300-level mathematics courses, two of which must comprise a year sequence. Those with the secondary school teaching objective are required to take, in addition to the basic sequence, Mathematics 234, 313, 343, Education 304, and three other 300-level mathematics courses.

Students majoring in mathematics are encouraged to pursue in some depth an allied area in which mathematics can be applied. It is recommended, but not required, that mathematics majors, regardless of their related interests, take Physics 111, 112 in order to find the most direct applications of mathematics at the introductory level. Other fields such as chemistry, biology, economics, political science, sociology, and psychology are all using mathematics, and mathematics majors with a good background in any one of these fields have an increased likelihood of finding careers which are interesting and rewarding. To encourage such collateral study, permission may be granted to substitute up to two courses from another field for 300-level mathematics electives. Such courses must be approved in advance by the Mathematics Department. The following courses illustrate the level which would be acceptable for this purpose: Chemistry 305, 306, Economics 351, 352, Physics 320, 332. This option is not open to majors with the teaching objective, since they already have a reduced requirement because of their concentration in education.

At least one course that may be counted toward the major will be given in the January Term.

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted with the potential as well as the limitations of computers at an early stage. In order to accomplish this, Mathematics 111-112 provides an introduction to FORTRAN and weekly computer laboratory periods in which problems related to calculus are carried out. Further experience in computing can be gained through Mathematics 165, 362, certain January Term courses, and through individualized study. Emphasis is placed on the computer as a tool to aid in the study of mathematics (as well as other fields) rather than on the general study of the nature of computers.

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Both descriptive statistics and the fundamentals of probability theory are considered as an introduction to the principal topic of statistical inference. The general principles of hypothesis testing are included, as well as the specific techniques of correlation, regression, and analysis of variance. Throughout, relevant applications are emphasized. An important aspect of the course will be a laboratory period in which students will become acquainted with some of the tools which are useful for modern statistical analysis. Credit may not be granted for Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for Mathematics 108 and Mathematics 111.

Staff

110 Introductory Analysis

This course serves primarily as a preparation for the study of calculus. Topics include: review of algebra and trigonometry, elementary functions, and basic concepts of calculus. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours and a laboratory session each week.

Staff

117-118 Calculus and Matrix Algebra

This course is primarily devoted to those aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems, with constraints for functions of several variables. The course content, consisting of theory and applications, will be drawn from problems of economic theory. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Economics 101-102 or permission of instructor.

Messrs. Kellett and King

121 Honors Calculus

This course is designed for accelerated students who have been given one term advanced placement. The course will deal with selected topics from differential and integral calculus treated in more depth, and in some instances from a different viewpoint, than is customary in a first course. *Prerequisite:* Score of three or higher on Advanced Placement Examination or permission of the Department Chairman.

Staff

165 Introduction to Computing

This course provides a basic introduction to the nature of computers, and the design and implementation of programs which allow the computer to aid in problem solving. Students will learn to express algorithms as flowcharts and as FORTRAN programs. Topics covered include program debugging and verification, table look-up procedures, data structures, and elementary data processing. No more than elementary mathematics is assumed, and both numeric and non-numeric problems are considered.

Staff

180 Basic Concepts of Elementary Mathematics

This course is designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January term as J 18.

Mr. J. T. Held

211-212 Linear Algebra and Multivariate Calculus

Algebra of matrices, determinants, linear transformations, abstract vector spaces, vector calculus, multiple integration, line and surface integrals, including Green's and Stoke's theorems, Fourier series. *Prerequisite:* Mathematics 112 or 121. Four lecture hours per week.

Staff

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112 or 121.

Messrs. Flesner and Kellett

313-314 Mathematical Analysis

This course provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, functions of bounded variation, the Riemann-Stieltjes integral, and the Lebesgue integral. *Prerequisite:* Mathematics 212.

Mr. Holder

316 Complex Variable Theory

Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite:* Mathematics 313. Alternate years.

Messrs. Fryling and Leinbach

333-334 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, and fields, culminating in the fundamental theorem of Galois theory. Advanced topics in linear algebra. *Prerequisite:* Mathematics 234, Alternate years.

Messrs. Flesner, Kellett, and Leinbach

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

Messrs. Flesner and Moorhead

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.

Mr. Fryling

359 Stochastic Processes

This course will include the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes. *Prerequisite:* Mathematics 357, 358.

Mr. King

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 212, or 118 and 165.

Mr. Leinbach

363-364 Applied Mathematical Analysis

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 212.

Messrs. Holder and Mara

365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisite:* Mathematics 212.

Messrs. Holder and Leinbach

381, 382 Selected Topics

The course will deal with some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, advanced topics in statistics, numerical analysis, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

Staff

MUSIC

Associate Professors Getz, Nunamaker, Weikel (*Chairman*), and Zellner
 Assistant Professors Belt and Finstad
 Instructors Matsinko and Powers
 Private Instructors in Music M. Hook, Ormond, and Petrella

This department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in music or Bachelor of Science degree with a major in music education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment. The Department requires an informal audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in music education (see page 34) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools, in Pennsylvania and nearby states with reciprocal agreements.

Requirements for a major in music leading to a Bachelor of Arts degree consist of 12 full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus quarter courses in the student's major applied area totaling one and three-quarters full courses (7 quarter courses). The student major must also participate for four years in an authorized musical group and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. program with the exception of Music 341 and 342.

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 312, 313, 314, and certain designated January Term courses.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Morden and Nunamaker

103 The Symphony

The standard symphonic repertoire is listened to and attention given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Standard operatic works are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

A study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with a music background.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique—especially melodic analysis. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales. Correlated sight singing and aural perception skills. Keyboard application.

Messrs. Weikel and Getz

241 Theory III

An intensive study of the common practice period; extensive written and analytic projects; study of musical structure through small forms. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

242 Theory IV

An intensive study of late romanticism to the present day by means of analytic and written projects. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

341 Theory VI

A study of the structural organization of music including the analysis of the larger forms of composition drawn from the standard literature of the eighteenth-twentieth centuries.

Mr. Belt

342 Theory V

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble).

Mr. Zellner

205 Choral Conducting

Development of a basic conducting technique. Emphasis placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score reading involving instrumental interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

The methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Messrs. Getz and Finstad

321 Principles and Procedures of Teaching Music in the Secondary School

The principles and procedures of teaching music in the secondary school. Study of methods and materials relative to music classes and performance groups. The evaluation of material, methods, and techniques.

Mr. Getz

303 Sixteenth-Century Counterpoint

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

An introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression; composition in the various forms.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

Mr. Nunamaker

314 Music in the Twentieth Century

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

Mr. Nunamaker

474 Student Teaching

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Offered in spring term only.

Three course units

Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

APPLIED MUSIC

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term. Supplementary piano and voice may be in classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument.

Two ¼ courses
Mr. Zellner

113-114 Brass Instrument Class

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Two ¼ courses

Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their playing techniques and teaching procedures.

¼ course
Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$100.

¼ course
Mr. Finstad and Mrs. Hook

122 Voice Class

A study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation: Fee for class lessons per term: \$100.

¼ course
Mr. Finstad and Mrs. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$100.

¼ course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$100

¼ course
Messrs. Matsinko and Belt

125 Organ

Private instruction designed to include literature of various periods, sight reading, hymn-playing and transposition, chant and anthem accompanying, and rudiments of modulation and improvisation. Required: repertory class every two weeks. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$100.

¼ course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$100

¼ course
Mr. Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$100.

¼ course
Mr. Nunamaker

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

131 College Choir

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes a two-week concert tour each spring. Five rehearsals weekly.

No credit
Mr. Getz

132 Chapel Choir

This Choir performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Three rehearsals weekly.

No credit
Mr. Matsinko

133 Band

Membership in the Band, which is open to men and women, depends entirely on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Three rehearsals weekly.

No credit
Mr. Powers

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

PHILOSOPHY

Professors Coulter and Richardson (*Chairman*)
Associate Professor Schubart

Philosophy is a study of questions and answers in search of human perspective. Philosophy asks such questions as: What kind of a universe do we live in? How can we obtain knowledge? What values should we live for? What goals and responsibilities should we choose? What is science? How can we communicate with each other? What do words mean? In trying to answer such questions both the questions and the answers are explored.

The courses offered by the Philosophy Department are designed to help students explore the assumptions that any inquiry makes about human beings, their place in nature, their role in history and the purposes which are involved in the social, scientific, religious, ethical, and aesthetic aspects of human existence. Such inquiry can help students integrate the knowledge gained from all their courses into a more coherent perspective.

The program of the Department is designed to help students gain such a perspective in a number of different ways. A student can take courses in philosophy to fulfill a distribution requirement and/or to supplement a major in another department. A major in philosophy might be chosen for its own sake, or as preparation for further work in a number of different fields. Philosophy can be chosen as a second major along with a major in another department. The members of the Department are also interested in encouraging students to design Special Majors in which philosophy is an integral part.

A typical philosophy major includes eight courses in the Department, chosen in consultation with the student's adviser. The number of such required courses has been deliberately kept low so that students may be able to take advantage of the whole curriculum of the College.

102 Ideas of Men

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Russell, Kierkegaard, and Sartre.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

221 Introduction to Philosophy

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his or her own philosophy.

Mr. Richardson

223 Ethics

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite*: one course in philosophy or permission of instructor.

Mr. Schubart

303 History of Philosophy: Classical Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

304 History of Philosophy: Medieval and Early Modern

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

314 Seminar in Philosophy of Law

The principal philosophies of law. The course includes such topics as the relation of law to culture, to ethics, and to political theories, and the significant developments in law in the eighteenth, nineteenth, and twentieth centuries. Not offered 1978-79.

Mr. Schubart

320 Seminar in Nineteenth Century Philosophy

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and as significant new constructive attempts.

Mr. Richardson

321 Seminar in Twentieth Century Philosophy

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

Mr. Schubart

332 Seminar in Ethics

The course covers such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation.

Mr. Schubart

334 Seminar in Philosophy of Art

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

Mr. Schubart

337 Seminar in Philosophy of Religion

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

Mr. Richardson

340 Metaphysics

A systematic study of some of the major issues raised when we attempt to formulate our basic assumptions about the "real" world. Emphasis will be upon such ontological questions as the relation between mind and body, and the existence of a supernatural being. Alternate years, offered 1978-79.

Mr. Coulter

400 Senior Seminar

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems, or on one of the major contemporary philosophers.

Mr. Richardson

Individualized Study

With the consent of the Department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated spring term.

Staff

PHYSICS

Professors Daniels, Haskins, and Mara
Associate Professors Cowan (*Chairman*),
T. J. Hendrickson, Marschall, and Scott

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The Department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students may pursue investigations devised by themselves, or they may assist the physics faculty in their ongoing projects. Students are encouraged to take advantage of these opportunities, since only by participating in these ways can they experience physics as the activity that it is.

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UVB photometer, a 12" Varian electromagnet, and an astronomical spectrometer. All the Department's facilities plus the computer are available for use by physics students.

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312 and J 26. This minimum major is excellent preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the department without the permission of the department unless the thirteenth course is Physics 462. Physics graduates are prepared to pursue graduate work in physics and in allied fields such as: astronomy; astrophysics; biophysics; geophysics; mechanical, electrical, and nuclear engineering; physiology; space science; oceanography; meteorology; and environmental studies.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors must also exhibit increasing competence with the computer and programmable calculator facilities as they progress through the courses in the physics curriculum.

Qualified students should apply to take the seminar courses during their upperclass years. Honor students majoring in other departments are also encouraged to enroll in these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

Qualified majors should also consider the opportunities afforded by Physics 462. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year. Some of the outstanding graduates of the Department decided to major in physics at the end of their sophomore year.

The Department administers the Cooperative Engineering Program with Pennsylvania State University and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State or RPI. For more details on the Cooperative Engineering Program, see page 39.

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

101 Energy in the Modern World

Designed for students not majoring in science or mathematics. Energy concepts are used as a unifying theme for the study of the basic laws of mechanics, heat, electromagnetism, and nuclear physics. These laws are applied to the study of electricity generation, nuclear energy, solar energy, windmills, and other topics relevant to the energy problem. Energy consumption and supply patterns of the United States are discussed. *Prerequisite:* Competence in high school algebra. Three class hours and three laboratory hours.

Mr. Cowan

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

102 Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. The laboratory will stress astronomical techniques and will include both analysis of data and observations of the sky. *Prerequisite:* Physics 101. Three class hours and three laboratory hours.

Mr. Marshall

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology: fluids, heat, radiation and the physics of vision and hearing. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours per week.

Mr. Scott

107 Topics in Astronomy

A single area of current interest in astronomy is highlighted in this course. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* completion of the college science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Relativity, Electricity, and Magnetism

The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

140 Environmental Science and Pollution

An introduction to the interactions between systems and man. Topics include the environment as a system, exponential growth, population, food supply, energy and resources, pesticides, solid wastes, and air, water and noise pollution. May not be counted towards a major in Physics. Not offered every year. *Prerequisite:* One course in Chemistry, Biology or Physics. Three class hours.

Mr. Cowan

211 Vibrations, Waves, and Optics

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction. Physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Messrs. Cowan and Daniels

212 Introduction to Atomic Physics

The emphasis is on the experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, hydrogen atom, an introduction to Schrödinger quantum mechanics, optical spectra, including L-S and j-j coupling. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Messrs. Cowan and Haskins

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures; friction; centroids and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Mara

216 Engineering Mechanics: Dynamics

Motion of a particle; translation and rotation of rigid bodies; work and energy; impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

305 Astrophysics

The physics of the sun and stars. The consequences of radio, photometric, and spectroscopic observations for modern theoretical astronomy. Selected topics from among stellar atmospheres and evolution; variable stars; the effects of the earth's atmosphere and ionosphere, the interplanetary and interstellar media on radiation; radio sources. Qualified students may carry on observational projects. *Prerequisites:* calculus and two courses in physics. Not offered every year.

Mr. Marschall

311 Introduction to Nuclear and Solid State Physics

A continuation of Physics 212. Topics included are molecules, band theory, Josephson effect, accelerators, beam transport and detecting devices, radioactivity, Mossbauer effect, nuclear reactors, fusion and fission, nuclear shell model, fundamental particles. *Prerequisite:* Physics 212. Three class hours and one laboratory afternoon.

Messrs. Cowan and Haskins

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Topics covered include Newtonian mechanics, linear and nonlinear oscillations, Lagrangian and Hamiltonian dynamics, central force motion, noninertial frames, rigid bodies and the inertia tensor. *Prerequisites:* Physics 203 and Mathematics 212.

Mr. Hendrickson

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Mr. Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction, Maxwell's equations in space, fields in different inertial frames, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Mara

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom, and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity; Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field tensor. Nuclear and particle physics at a level requiring quantum mechanics: including time-dependent perturbation theory, scattering, Breit-Wigner cross-section. Mössbauer effect, isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

POLITICAL SCIENCE

Professors Boenau (*Chairman*) and Jarvis
Associate Professors Borock, Mott, Nyitray,
and D. Tannenbaum

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval of department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by the student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Work is reported in a departmental colloquium. *Prerequisite:* Approval of department.

Staff

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state and local government, public and private interest groups, business, journalism, law, and teaching.

Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 151 should be taken as early as possible. In the junior and senior years, majors are urged to participate in small-group seminars and to take advantage of individualized study. Majors also are encouraged to enroll in related social science courses. Courses graded S/U are not accepted toward a major.

Majors are required to take work in each of the following groups:

- 1) Introduction to Political Science: 151
- 2) Advanced American government: at least 1 course from the following: 221, 222, 223, 224, 231, 311, 312
- 3) Comparative politics: At least 1 course from the following: 200, 201, 202, 203, 204, 205
- 4) International Relations: 241 or 242 or 245
- 5) Political Theory: 351 or IS 352

Any of the following courses may be counted towards the College distribution requirement in social sciences: 101, 151, 200, 201, 202, 203, 204, 221, 222, 223, 224, 231, 241, 242, 311, and 312.

151 Introduction to Political Science

A study of the scope of political science, the methodological approaches used, and the relation of political science to the other social sciences. Special attention is given to the following sub-fields of political science: political theory, comparative politics, and international relations. Required of all political science majors.

Staff

101 American Government

The institutional structure and policy-making process of government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered. Not open to senior majors.

Staff

200 Introduction to Comparative Government

An introduction to the systematic and comparative study of political phenomena. Attention is given to central organizing concepts and to the process of formulating hypotheses, models, and theories. Problems considered include leadership and authority, political stability, civil strife and revolution, legitimacy, participation, and political development.

Mr. Boenau

201 European Political Systems

An analysis and comparison of the political processes and forms of government of Great Britain, France, West Germany, and the Soviet Union.

Mr. Boenau

202 Asian Political Systems

An analysis and comparison of the political processes and forms of government of major Asian countries. Particular attention is devoted to China, Japan, and India.

Mr. Boenau

203 Latin American Political Systems

An analysis and comparison of the political processes and forms of government of selected Latin American countries. Consideration is given to the significance of geographical, social, economic, and historical factors in Latin American politics, as well as the role of the armed forces, the church, and organized labor.

Mr. Jarvis

204 African Political Systems

An analysis and comparison of selected independent states of Africa and their political processes and forms of government. Attention is given to the significance of the colonial period, national independence movements, socio-economic and political problems of developing states, and attempts to promote regional and continental unity.

Mr. Jarvis

205 The Politics of Modernization

An analysis of politics in the developing countries or Third World. Attention is given to such topics as the role of peasants and new elites, the military, agricultural transformation and land reform, incremental transformations and revolutionary change, the role of ideology, and the relationship of the developed world to the developing countries.

Staff

221 State and Local Government

A study of the structure, functions, and political processes of non-national government in the United States.

Mr. Tannenbaum

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators.

Mr. Tannenbaum

223 Legislative Process

The course focuses on the United States Congress. Topics covered include: theories of representation; nomination and electoral processes; internal organization of Congress; influences on Congressional policy-making; and Congressional interaction with other participants in the policy process.

Mr. Nyitray

224 Presidential Politics

The role of the Presidency in the American political system; the selection of presidential candidates; the Presidency and bureaucratic structures and procedures; presidential leadership; and the Presidency in the policy process.

Mr. Nyitray

231 American Parties and Politics

An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including social trends, interest groups, political leaders, and leadership. Two-party politics is compared to the politics of third parties and mass movements. Aspects of voting behavior and campaign techniques are considered.

Mr. Mott

PSYCHOLOGY

Professors Mudd (*Chairman*) and Platt
Associate Professors D'Agostino, Frank,
Pittman, and Shand
Assistant Professors Gay, Gobel, and Gotay

The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in Psychology, including independent study, and by providing selected opportunities for field experience.

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses from among 314, 316, 317, 318, 325, or 336. Training in computer programming also is recommended. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

241 International Relations

An examination of the theory and practice of international politics. Attention is given to the various approaches to the study of international politics and the major forces governing relations between states. Topics will include conflict and behavior, foreign policy, transnationalism, organization, power, force, and ethics.

Mr. Borock

242 American Foreign Policy

An analysis of the development, implementation, and effects of U.S. foreign policy.

Mr. Borock

245 World Order

An examination of international organization, regionalism, and security systems as they effect the reduction of international violence and promote tolerable standards of stability.

Mr. Borock

311, 312 American Constitutional Law

The first term deals largely with case studies of Supreme Court decisions involving powers and limitations of the legislative, executive, and judicial branches of government and decisions involving the principles of federalism, separation of powers, and judicial review. The second term deals primarily with case studies relating to Constitutional guarantees of individual rights. Either course may be taken independently of the other.

Mr. Jarvis

351 History of Political Thought

A study of the development of Western political thought from the ancient Greeks to the nineteenth century.

Mr. Boenau

IS 352 Modern Political Thought

For course description see Interdepartmental Studies.

Mr. Tannenbaum

400 Seminars

The student is offered opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

The student selects an approved topic for intensive study and presents his or her findings in the form of oral or written reports to a member of the staff responsible for supervising his or her research activities and reports. Open only to senior majors or with permission of the instructor. Repeated in the spring term.

Staff

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 214, 225, 226, 320, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes will be developed more completely. Offered in the spring term.

Messrs. D'Agostino and Mudd

210 Behavioral Economics and Social Engineering

An introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The process and evaluation of decision-making in the public and private sectors of the economy are considered from a behavioral science point of view. The potential contribution of behavioral systems analysis to more effective social and economic planning is reviewed. Not offered in 1978-79.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

214 Social Psychology

A review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, interpersonal perception, and the cognitive control of motivation.

Mr. Pittman

225 Developmental Psychology: Infancy and Childhood

A comprehensive study of the psychological development of the individual, from conception to adolescence. Topics include perception, learning, early experience, cognition, etc. Various theoretical issues and perspectives are discussed.

Mmes. Gay and Gobbel

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: physiological changes; cognitive development; vocational, social, sex-role, and value development; and the search for identity. Psychology 225 is recommended as a prerequisite but not required.

Mrs. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mrs. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino, Mudd and Pittman

314 Assessment of Personality and Intelligence

Experimental and correlational methods in the study of human characteristics of personality and intelligence, including factor analysis and the use, in experiments, of intelligence tests and projective techniques. Laboratory includes a review of current methods and experimental designs for the study of such topics as prejudice, humor, self-concepts, handwriting, belief, creativity, art and music. Each student will choose one topic and design an experiment or factor-analytic study. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

An introduction to sensory and perceptual processes. Lectures deal with the analysis of psychophysical phenomena such as stimulus properties and thresholds, sensory coding, adaptation effects, feature detection, constancies, meaning, and the influence of motivational states on the perceptual response. Laboratory work includes several minor studies and one major research study on a special topic such as person perception, sensory control of behavior, etc. *Prerequisites:* Psychology 305, 204. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Topics include short and long-term retention, language comprehension and models of semantic memory. *Prerequisites:* Psychology 305, 204. Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

A specific content area in social psychology, selected from among topics such as attitude change, interpersonal perception, and cognitive control of motivation, will be studied. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of several experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

320 Dynamics of Human Adjustment and Personality

Textbook and collateral readings combine in an examination of major assumptions and strategies in the scientific study of personality. Lecture and discussion focus on learning, affective, and cognitive processes as unifiers. The usefulness of verifiable evidence is emphasized. *Prerequisites:* Two courses in psychology; junior or senior standing.

Mr. Frank

325 Experimental Psychology of Life-Span Development

Life-span developmental psychology will be studied in depth. Specific areas will be selected from cognitive, social, sensory and perceptual development. Laboratory sessions will provide an opportunity to learn research techniques appropriate for developmental investigation. Students will design, execute, and analyze an independent project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and the equivalent of three lab hours.

Mmes. Gay and Gobbel

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214 or 320 recommended but not required; open to juniors and seniors only.

Mr. Shand

336 Physiological Psychology

A study of the anatomical and physiological bases of behavior and cognition. Emphasis is placed on the neuropsychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis as schools of thought which have contributed to the formulation of the different theoretical emphases evident in present-day psychology.

Mr. Mudd

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term will be announced in advance. Enrollment by permission of the instructor. May be repeated.

Staff

Individualized Reading

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest. In the course of his or her study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. The research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

The Honors Thesis is designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

RELIGION

Professors Buck, (Part-Time Visiting)
Dunkelberger (*Chairman*), Freed, Loose, and
Moore

Associate Professor Hammann
Assistant Professor Trone

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. Individualized Study is required of all majors. Pre-theological students and those contemplating church vocations should especially consider a major in this Department.

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 127, 131, 132, 133, 134, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in addition to the one-course distribution requirement in religion.

Of particular interest to religion students and majors are the College-approved bilateral study arrangement with the University of Pennsylvania.

BIBLICAL STUDIES

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Repeated spring term.

Messrs. Moore and Freed

111 History, Literature, and Religion of the New Testament

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world. Repeated spring term.

Messrs. Freed and Moore

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. Offered alternate years.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Spring term each year.

Mr. Moore

203 Biblical Archaeology

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course. Fall term each year.

Mr. Moore

311 The Life and Teachings of Jesus

A critical survey in depth of the life and teachings of Jesus as presented in the Gospels of Matthew, Mark, and Luke. Among others, the problems of historicity and mythology in the Gospels are dealt with in an effort to learn about the life and way of Jesus. *Prerequisite:* Religion 111. Offered alternate years.

Mr. Freed

312 The Gospel of John

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writing of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101. Offered alternate years.

Mr. Freed

HISTORY OF RELIGIONS**121 Church History: To the Eighth Century**

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

Staff

142 Great Religious Personalities

A critical and comparative study of great religious personalities of the past, especially founders of religious traditions, like Moses, Confucius, Gautama the Buddha, Jesus the Christ, Paul, Mohammed, Augustine, Luther, Nanak, and some recent charismatics. Evaluations will consider the historicity of evidence, the development of a tradition, the ethics attributed to the individual and the theological ideas which he may have espoused. Spring term every year.

Mr. Dunkelberger

IS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

222 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the formative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism. Offered alternate years, fall term.

Mr. Dunkelberger

223 Christianity, U.S.A.

The institutional history, main ideas and movements, and the leadership of the various churches in America are investigated from colonial times to the present. Effort is made to determine denominational distinctiveness within the broad religious consensus and to be aware of the religious dimension in the American heritage from such elements as puritanism, pietism, revivalism, pentacostalism, social gospel, fundamentalism, evangelicalism, and ecumenicism.

Mr. Dunkelberger

241 The Religions of South Asia

An historical and phenomenological study of the religions of South Asia: Hinduism, Jainism, Buddhism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious tradition from east or west Asia that can be contrasted with Buddhism. Insofar as possible original sources in translation will be used. Spring term every year.

Mr. Hammann

244 Varieties of the Buddha's Dhamma

A study through primary and secondary sources of the developments in the Buddhist tradition. The course will provide at least limited access to the personnel and facilities of the Buddhist Vihara in Washington D.C.

Mr. Hammann

RELIGIOUS THOUGHT**131 Religion and Modern Man—An Introduction**

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene. Fall term every year.

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems. Offered fall and spring terms, alternating with 232.

Mr. Loose

133, 134 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writing studied will change from semester to semester as new issues are raised and new answers attempted. If a student has taken 133, he may take 134 only with the permission of the instructor.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, Hesse, Percheron, and others will be read. Fall term every year.

Mr. Hammann

136 Religions From the Center to the Fringe

A historical and critical study of recent sectarian and cultic developments primarily in the western religious traditions. Such movements as Ba'h'ai, Christian Science, Mormonism, Zen in the West, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements. Spring term every year.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought

Staff

IS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructive loss whereas compliance with the goal leads to creative self-fulfillment. Offered fall and spring terms, alternating with Religion 132.

Mr. Loose

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions. Fall term each year.

Mr. Hammann

IS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

331 The Church Fathers

For Orthodox theology and for Roman Catholic theology, the Church Fathers are norms for Christian thought. They were the expositors of the faith as defined by the Ecumenical Councils of the Church, and they were essential for the Medieval theological disputes. The study will begin with Paul of Tarsus and end with the last of the Latin Fathers, Isidore of Seville (d. 600), and with the last of the Greek Fathers, John of Damascus (d. 749). In seminar fashion, the backgrounds, personalities, and the writings of the Fathers, their opponents, and friends will be discussed.

Mr. Trone

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered. Offered alternate years.

Mr. Dunkelberger

333 Contemporary Religious Thought in the West

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the department and in accordance with regulations adopted by the department for majors, a student will take a course of directed study and research.

Staff

RESERVE OFFICER TRAINING CORPS

Army ROTC: Military Science
 Professor Vossen (*Chairman*)
 Assistant Professors Heyman, Snodgrass,
 Culver, and Foster
 Assistant Instructors Czarnecki, Hemmerly,
 Justice, and Schneider

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others. The Department's course offerings, open to all students for credit, do not require enrollment in the Army Reserve Officer Training Corps (ROTC) Program.

No military obligation is connected with enrollment in a departmental course of the first two years of the ROTC program. Selected men and women continuing in the program beyond the Sophomore year (the Junior and Senior years are known as the Advanced Course) agree to a military service obligation. This obligation should be investigated on an individual basis; it is normally three years but may be for as little as three months. ROTC graduates are commissioned as Second Lieutenants in the U.S. Army, the Army Reserve, or the National Guard. Officers may obtain delays for graduate study and/or qualify for such study at government expense.

Although originally designed for four years, the ROTC Program may be reduced by:

a. Acceleration—Students may enter the program during the latter portion of the freshman year, or later. Completion of required courses can be accomplished in three years.

b. Basic Camp and Advanced Placement—By attending a six-week summer program students may qualify for Advanced Course enrollment with remaining work to be completed in two years. Those with prior military training through active service, high school, or college ROTC, or at a service academy, may be granted advanced placement of up to three years, allowing program completion in one year.

101 Introduction to Military Science

A study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, introduction to leadership through practical exercises. *Prerequisite:* Permission of the instructor. ¼ Course Credit

102 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his or her interests and that would benefit him or her in the military. *Prerequisite:* MS 101. ¼ Course Credit

201 American Military History

A study of the development of American military institutions, policies, experience and traditions from colonial times to the present. Covers interrelationship between the military and other aspects of American society. *Prerequisite:* Permission of the instructor. ¼ Course Credit

202 Enrichment Course

(Same as MS 102)

¼ Course Credit

301 Advanced Military Science I

Consists of two subcourses, one dealing in principles of leadership and their application in both a military and non-military environment. The second subcourse deals with study and practical exercises in effective speaking and writing. *Prerequisite:* MS 101-102, 201-202, or six week basic camp between sophomore and junior year. *Prerequisite:* Permission of the instructor, if not enrolled in the ROTC program. 1 Course Credit

302 Advanced Military Science II

Consists of two subcourses, one concerned with military law and its application at the junior officer level, and the second with small unit tactics in which the student learns through practical exercises the basic principles of handling small tactical units in combat. *Prerequisite:* MS 301 or permission of the instructor. 1 Course Credit

311 Advanced Military Science III

Consists of three subcourses: the first is concerned with international relations and the United States, the second with military operations involving the various elements of the Army, and the third with military intelligence. *Prerequisite:* MS 301-302 or permission of the Instructor. 1 Course Credit

312 Advanced Military Science IV

Consists of several subcourses dealing in management techniques, a study of logistics, command and staff and administrative functions, and obligations and responsibilities of a military officer. *Prerequisite:* MS 311 or permission of the Instructor. 1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering Techniques, Survival Techniques and Orienteering.

ROMANCE LANGUAGES AND LITERATURES

Professor Kurth

Associate Professors Barriga, Lenski, and Miller (*Chairman*)

Assistant Professors C.M. Hendrickson, Merrick, Michelman, Viti, and Weaner

Instructors Aguirre and A. Tannenbaum

Lecturers Mellerski and E. Viti

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching, social work and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and six additional courses above the 206 level. French majors may substitute French 303 for French 302. French majors must include French 305 and 306 in their major program. Spanish majors must include Spanish 305, 306, and 307 in their major program. French or Spanish Individualized Study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department.

Some courses for majors are offered in January. However, majors in French or Spanish may count only one January Term course in their respective majors toward the major requirements.

Prior to their first registration at the college, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 313, 320, 321, 322, 324, 325, 327, 328; Spanish 205, 206, 305, 306, 307, 313, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 201-202, 203, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French or Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairman, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310, Spanish 310, Spanish 311, and Spanish 312 fulfill distribution requirements in history, philosophy or religion.

FRENCH**101-102 Elementary French**

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

Staff

103-104 Fundamental French

Fundamentals of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

These courses have two objectives, skill in reading French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Mrs. Tannenbaum

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Messrs. Lenski and Michelman

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1978-79.

Mrs. Tannenbaum

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts: representative readings and discussion of outstanding writers and of main literary currents. *Prerequisite:* French 202 or equivalent.

Mr. Michelman

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* French 202 or equivalent. Alternate years. Offered 1979-80.

Staff

313 Studies in Literary Topics

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from year to year and may include some of the following: French comedy, the *moraliste* tradition, Rabelais, la *préciosité*, French women writers. Enrollment open to Juniors and Seniors, to others by permission of the instructor. Fulfills distribution requirement in literature as well as a major course requirement.

Staff

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists and the Surrealists. *Explication de Texte* will be used extensively.

Staff

321 Seventeenth Century Theatre

French drama, comedy and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1979-80.

Staff

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1979-80.

Staff

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theater. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1978-79.

Mr. Kurth

325 From Realism to Symbolism

The literary and social aspects of the *realist*, *naturalist*, *symbolist*, and *decadent* movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Alternate years. Offered 1978-79.

Mr. Viti

327 Contemporary French Theatre

Study of major trends in modern French drama. Giraudoux, Cocteau, Claudel, Montherlant, Anouilh, Sartre, Camus, Ionesco, Beckett, Genet. Alternate years. Offered 1979-80.

Staff

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1978-79.

Mr. Lenski

400 Seminar

An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor in consultation with the students. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

SPANISH**101-102 Elementary Spanish**

Elements of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have not studied Spanish previously.

Staff

103-104 Fundamental Spanish

Fundamentals of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression and grammar review; readings and discussions of Spanish writing as contact with Hispanic Culture. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in Spanish and Spanish American Literature

These courses have two objectives, skill in reading Spanish prose for comprehension and reading a significant amount of Spanish and Spanish American literature of literary and cultural merit. Conducted in Spanish, these courses differ from Spanish 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Mrs. Weaner

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Mr. Barriga and Mrs. Weaner

305, 306 History of Spanish Literature: Origins to 1700, 1700 to present

The development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1978-79.

Ms. Merrick and Mr. Barriga

307 History of Spanish-American Literature

Study of the essay, the short story, and especially the poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1979-80.

Staff

310 Spanish Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Spain. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1979-80.

Staff

311 Latin American Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Latin America, Pre-Columbian cultures (Maya, Aztec and Inca), the Conquest, the Colonization and the Independence periods will be examined. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1979-80.

Staff

312 Latin America

A cultural history of Central America, South America, and the Caribbean. The course will deal with Pre-Columbian culture as well as the influences of Spain, Portugal, and the United States. An inter-disciplinary course illustrating the dynamics of contemporary culture and society. Fulfills distribution requirement in history, philosophy or religion. No prerequisite. Taught in English. No knowledge of Spanish necessary. Alternate years. Offered 1979-80.

Mrs. Hendrickson

313 Studies in Literary Topics

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from year to year and may include some of the following: Spanish essays, the picaresque tradition, Quevedo, naturalism, Spanish exile writers. Enrollment open to Juniors and Seniors and to others by permission of the instructor. Fulfills distribution requirement in literature as well as a major course requirement.

Staff

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course, and much poetry will be read orally and discussed. Alternate years. Offered 1978-79.

Ms. Merrick

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1979-80.

Staff

322 Theater of the Golden Age of Spain

Development and characterization of the Spanish Theater with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Alternate years. Offered 1979-80.

Staff

324 Contemporary Spanish American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1978-79.

Mrs. Weaner

325 Nineteenth Century Spanish Prose

Studies in the essay, short story, and novel of romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1979-80.

Staff

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1978-79.

Mr. Barriga

400 Seminar

An intensive study of a particular aspect of Spanish literature, civilization, or culture to be determined by the instructor in consultation with the students. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

SOCIOLOGY AND ANTHROPOLOGY

Professor Hook (*Chairman*)
Assistant Professors Emmons, Hinrichs, and
Loveland
Instructor Sobal

Studies in the department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

Requirements and Recommendations Concentration in sociology and anthropology requires the successful completion of nine courses in the Department. Sociology 101 is normally a prerequisite for all other sociology courses; and anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background.

Exemption from Sociology 101 is possible through satisfactory performance in a written examination. Students majoring in the Department must take 101, 302, 303, 304, 400 or 460, one course in anthropology, and any three of the remaining departmental offerings. In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students do not customarily enroll for both Sociology 400 and 460. Students are expected to complete the Undergraduate Program Field Test (of the Educational Testing Service) in sociology in the spring semester of the senior year. An effective Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by students.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 107 and 165 are recommended as preparation for graduate study in sociology.

All courses except Sociology 204, 301, 302, and 303 may be used toward fulfilling distribution requirements in social science.

SOCIOLOGY**101 Introductory Sociology**

A study of the basic structures and dynamics of human societies; the development of principles and basic concepts used in sociological analysis and research; discussion of such topics as culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

Analysis of social issues and problems from the perspectives of value-free sociology and radical sociology. Topics include inequality, population and environment, political and economic institutions, deviance, and war.

Mr. Emmons

202 Social Stratification

Analysis of contemporary systems of social stratification and social mobility, with special attention given to advanced industrial societies in the light of selected classical and contemporary theorists.

Mr. Emmons

203 Population

Analysis of demographic trends and related population problems. Topics include: population theories, mortality, fertility, over-population, human ecology, population and the eco-system.

Staff

204 The Sociology of Popular Culture

Analysis of popular culture as reflection of society, as factor in socialization, and as economic institution. Topics include rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising.

Mr. Emmons

205 Sociology of Religion

Examination of the relation between religion and society. Topics include definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society, with relevant comparisons from other cultures. Topics include: mate selection, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology, beginning with a discussion of criminal law and an analysis of the current data on the extent of crime. Comprehensive examination of criminal justice system: the police, the courts, and corrections is included. Other topics include crime causation, criminal behavior systems, and victimology.

Mr. Hinrichs

208 Urban Sociology

A study of urbanization in world perspective. Topics include the historical development of cities, the present state of urbanization around the world, urbanism as a unique way of life, urban ecology, metropolitan sub-areas, contemporary urban dynamics, and the assessment of the present and future role of cities. Special attention is given to problems of modern metropolitan communities and urban planning.

Mr. Hinrichs

209 Racial and Ethnic Relations in America

A comprehensive study of ethnic and minority relations in the United States. Topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community. Case studies include such groups as black Americans, white Protestant Americans, American Indians, and Chinese Americans.

Mr. Emmons

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change.

Staff

212 Social Deviation

Examination of the concept of social deviance and exploration of the various theories of deviance. Emphasis is given to conflict, structural-functional, and interactionist perspectives, as well as to biological and psychological causation theories. Topics for discussion include alcohol and drug use, sexual deviation, mental illness, and skid row.

Mr. Hinrichs

213 Political Sociology

An analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined.

Staff

214 Sociology of Organizations

A study of the complex organizations, such as business and industrial corporations, churches, schools and universities, prisons, and others.

Staff

217 Sociology of Women

Micro and macro level analysis of the role of women in contemporary society. Course centers on discussion of sex roles in today's world; social causes of sex role differentiation; the various forms of sexual inequality; and proposed solutions. Topics include socialization; the place of women in American educational, occupational, and political systems; and the women's movement.

Staff

218 Sociology of Work

Analysis of occupational and industrial structures. Topics include: industrialization, social organization of work, formal and informal work structures, worker-management relations, occupational mobility, and career development. Special attention is given to professional and managerial career patterns and to the development of the professions.
Staff

301 Sociology of Social Welfare

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice, with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case work, group work, and community organization.
Staff

302 Methods of Sociological Investigation

An exploration of the research process, examining the planning, design and gathering of data for social scientific analysis. The fundamental problems of doing research such as sampling, measurement, reliability and validity will be considered for several data gathering techniques such as surveys, experiments, and participant observation.
Staff

303 Data Analysis and Statistics

A continuation of Sociology 302 treating the analysis and reporting of social science data. The logic of data analysis, statistics, and use of the computer will be considered.
Staff

304 The Development of Sociological Theory

An examination of the ideas and important contributions of selected theorists in the development of sociological thought, with emphasis given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.
Mr. Hook

400 Seminar

Intensive investigation of various sociological topics under the direction of a member of the departmental staff. The particular seminar to be given each semester will be listed at the time of registration. Intended primarily for senior majors, but open in special cases to juniors or well qualified students majoring in other departments.
Staff

450, 470 Individualized Study

Individual study in fields of special interest outside the scope of regular course offerings. Consent of the Chairman and of the instructor is required.
Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a member of the department. Presentation of a formal paper incorporating the results of the research. Required for departmental honors. Juniors and Seniors.
Staff

ANTHROPOLOGY**102 Introduction to Anthropology: Biological Anthropology and Human Evolution**

A survey of the biological and/or cultural changes comprising human evolution and inter-relationships between these two aspects. Discussion of man's primate heritage and continuing evolution.
Mr. Loveland

103 Introduction to Anthropology: Social-Cultural Anthropology

The comparative study of human social institutions and cultures, as well as consideration of theories which purport to account for the origin, maintenance, or change in these.
Mr. Loveland

211 Native Americans: A survey of Amerindian Cultures

An introduction to the traditional aspects of Native American cultures and the present day situation of Native Americans. Analysis of the role of socioeconomic, political, legal, and religious factors in the process of rapid socio-cultural change. Examples will be drawn from the major culture areas of North America.
Mr. Loveland

215 Culture and Personality

A study of the influence of cultural patterns and social institutions upon the structure and dynamics of the human personality and the socialization of the individual.
Mr. Loveland

216 Folk Medicine and Folk Curing

Study of the systems of belief and knowledge utilized to explain illnesses in various cultures and the attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, and herbal medicines. Ethnographic examples are drawn mainly from American Indian and African societies.
Mr. Loveland

450 Independent Study

See Course Description Above.

470 Internship

See Course Description Above

SPANISH — SEE ROMANCE LANGUAGES AND LITERATURES

GETTYSBURG

**Campus
Life**



INTRODUCTION TO THE CAMPUS LIFE PROGRAM

The campus life program of Gettysburg College is, like the academic program, directed toward the single purpose of enhancing the student's liberal education. The academic program is indeed central, but the residential, religious life, and extracurricular programs provide for the fullness of experience that gives added meaning to the academic. This commitment to fullness of experience means that the entire campus community — faculty, students, and administration share a concern for, and involvement in, the campus life program.

LIVING ACCOMMODATIONS

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community are expected to live in a College residence hall or fraternity unless they have special permission from the Office of the Dean of Students to live in off-campus housing.

RESIDENCE HALLS

The majority of students at Gettysburg College live in College residence halls. Carefully selected student counselors and residence coordinators work closely with these students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. Students are encouraged to take responsibility for residence hall governance. They have equal representation, along with faculty members and administration, on the Residential Life Commission, which is charged with setting the regulations which apply to all College residences.

The College offers a variety of residential options, including opportunities for special interest housing for those students who wish to live together and work on a project of mutual interest throughout the academic year. There are both large and small residential units. Some house freshman men or women only; others house men or women of all classes.

Most student rooms are arranged for double occupancy. There are a few singles and some large enough to accommodate three or four persons. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Gordon-Davis Linen Supply Company, rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Cooking units are not permitted in rooms.

FRATERNITY HOUSES

On and surrounding the Gettysburg College campus, there are twelve fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.

DINING ACCOMMODATIONS

All freshman and sophomore students must take their meals at the College Dining Hall with the exceptions of those living at home and of fraternity members and pledges who may choose to take their meals in fraternity houses. Juniors and seniors have the option of taking their meals in the Dining Hall on an individual meal or term basis or they may eat elsewhere.

RELIGIOUS LIFE AND CHAPEL COUNCIL

A major source of vitality at Gettysburg College is the people and programs of the Chapel and the Chapel Council. Though completely voluntary, a comprehensive Chapel program attracts students and faculty members holding a variety of religious commitments and is designed to provide opportunities appropriate to their needs and desires. One of the objectives of the College is to make it possible for students to grow in the understanding and practice of their own religious tradition, to appreciate the religious traditions of others, and to understand the relationship between faith and reason.

Corporate worship is a part of the Chapel's program; students from a variety of traditions worship in Christ Chapel each Sunday. The Service is led by the College Chaplains and the Chapel Choir. There is a Roman Catholic Mass on campus each Sunday evening, and a Quaker service in the Planetarium every Sunday morning. The churches in the community also welcome students, and their pastors participate in the on-campus Chapel programs. Smaller groups of students participate in an experimental service on Monday evenings, and in a half-hour Communion on Wednesday evenings.

The Chapel Council, composed of over 40 students representing the four college classes and all student committees, meets weekly to coordinate 26 programs. The *Tutorial Program* provides tutors for pupils in the local schools; 50 students participate in this program each year. The *Chapel Lecture Committee* sponsors outstanding speakers and films on both religious and social issues, and supports a short term "Visiting Theologian" and "Student Lecture Series." Two seminars on *Love, Sex, and Marriage* are held each year under the sponsorship of the Council. *JUNTO*, the Chapel journal of opinion, is published monthly, and each January the Council sponsors the *New York Field Trip*. *Bible study groups* are held throughout the year by the *Gettysburg Christian Fellowship*, a group of Christian students working together to deepen their understanding of the Christian Faith, and by the Council.

Communities of Risk are groups of ten students and a resource person committed to an exploration of ways of being human. Each COR group meets for one overnight a week for a semester at the College Conference House. *SEARCH* is a common interest group composed of ten students who are openly curious about the meaning of the Gospel. The *Common Interest Group for Jews* is available for students desiring a deeper understanding of Judaism.

Pre-Seminary Students gather each month to hear speakers and discuss their professional goals. The *Community Services Program* involves 100 students in visitation at local homes and institutions for the aged and mentally handicapped, and is the on-campus liaison for the community big brother/sister program. The *Social Justice Committee* coordinates education and action on both local and larger societal issues of social concern. In cooperation with the Office of the Dean of Students, the Council sponsors *Freshman Overnights* and *BRIDGE*, a small group developmental program for freshmen. In cooperation with the Interfraternity Council, it sponsors an all-campus fund raising event for *World University Service*. The Chapel Council formed the College's *Energy Use Planning Group* and cooperates with other campus groups on world hunger efforts. Two programs appropriate to faculty concerns, a *June Seminar on Religious Values in Higher Education*, and a *January Faculty Retreat*, are also sponsored by the Chapel.

Through these programs, and the personal counseling done by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Students. Several of these are listed below for the benefit of prospective students.

Alcohol Policy The College does not encourage the use of alcoholic beverages by students. Pennsylvania State Law provides that any person less than 21 years old who attempts to purchase, purchases, possesses, consumes, or transports any alcoholic beverage within Pennsylvania is subject to fine or imprisonment or both. The College expects the student to know and obey this law and its provisions. The College will not accept the responsibility for enforcing this law, but neither will the College in any way impede the legitimate efforts of the state to do so. Inappropriate behavior following the consumption of alcoholic beverages will be subject to disciplinary action by the College.

On-campus drinking is limited to residential living units, and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is subject to disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, visitation in private quarters of residence halls is normally limited to weekends and special occasions. In College residences the normal visiting hours are:

Friday	10 A.M. – 1 A.M. (2 A.M. on special weekends)
Saturday	10 A.M. – 2 A.M.
Sunday	10 A.M. – 12 midnight

Any living unit (residence hall floor, cottage, or fraternity) may further limit the "open" hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place at any time the living unit is open in designated public areas of all residences.

In some residences there may be desire for more extensive visiting privileges. Thus, by a two-thirds majority secret ballot vote of all those living in a unit, the unit may petition the Associate Dean of Students for regular weekday visiting hours.

STUDENT GOVERNMENT

The faculty and administration believe that the College should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections. Some of the more important College agencies which involve students are described in the paragraphs which follow.

Residential Life Commission The Residential Life Commission is an organization composed of members of the student body, faculty, and College administration. This Commission has responsibility for studying matters and developing policies pertaining to student residential life and student conduct. Business may be brought to the Commission or legislation proposed by any member of the College community. The Commission's decisions are final except in cases where the President of the College or members of the College Board of Trustees initiate a review procedure.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate conducts class elections,

nominates candidates for outstanding achievement awards, and works with other college groups to plan such campus activities as Homecoming. Another important function of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

The Honor Commission The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the Dean of Students staff. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Students.

Student Conduct Review Board This committee handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives of the Interfraternity Council and Panhellenic Council, and nine other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social activities.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures Through a lecture program, which complements classroom study, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on a topic related to those years. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the general area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

John B. Zinn Seminars These seminars, established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus, bring men and women of outstanding ability in the field of Chemistry to present seminars on topics of current interest to the College campus.

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

PERFORMING ARTS

By sponsoring student organizations and department programs, the College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir, which has received international recognition, appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. By means of auditions held at the beginning of each school year, choir members are selected for voice quality, truthfulness of ear, and musical feeling.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Marching Band The Gettysburg College Marching Band opens its fall season with a band camp in preparation for performances at football games, rallies, and parades. The Band also hosts an annual High School Band Day.

Symphonic Band Auditions for the Symphonic Band are based on instrumental tone quality, technique, and musicianship. Besides the home appearances, an annual tour is taken to nearby communities and neighboring states.

Membership in small ensembles, such as the clarinet choir, the percussion ensemble, the woodwind quintet, and the brass and jazz ensembles, is open to qualified musicians.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, Owl and Nightingale, under the direction of the Director of Theatre Arts, each year offers four major productions. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre. The Players tour at least one production annually to regional high schools and colleges.

Laboratory Theatre Now in its seventeenth season, Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights.

Otherstage In addition to sharing the facilities of the black box Studio Theatre with Lab, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

The CPC Summer Theatre Practicum This is an offering of the Central Pennsylvania Consortium, housed on the Gettysburg Campus. While offering cultural stimulation to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum, a college credit course whose members serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Modern Dance Group Included in the Performing Arts Program is the Modern Dance Group which, through workshops and performances, encourages students to participate in dance, and to attend modern dance performances at Gettysburg and theatres.

Artist in Residence During the year, usually in the January Term, the College has one or more Artists in Residence on the campus. These are drawn from the fields of music, theatre, and dance. An Artist in Residence works with students in demonstrating the skills and craft of the creative performing artist.

STUDENT COMMUNICATION MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community. Student contributions are also published in *Rhombus*, which is a literary magazine of student work from the four Central Pennsylvania Consortium Colleges.

Rhombus An annual journal of creative writing and drawings of students at the four Central Pennsylvania Consortium colleges.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen at fall registration.

WZBT The College radio station (90.3 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

STUDENT ORGANIZATIONS AND ACTIVITIES

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study and a distinguished academic record.

Gettysburg College faculty members and administrators who belong to Phi Beta Kappa elect students to the Gettysburg Chapter.

DEPARTMENTAL, PROFESSIONAL, AND HONORARY SOCIETIES

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national dramatic honor fraternity

American Marketing Association: organization for students interested in economics and business administration

Beta Beta Beta: national honorary society for students of biology

Delta Phi Alpha: German language society

Eta Sigma Phi: undergraduate fraternity for students of the classics

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: music fraternity

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in political science, business administration, and economics

Psi Chi: national honorary society for students of psychology

Sceptical Chymists: organization of students in chemistry

Sigma Alpha Iota: music fraternity

Sociology Club

Society for Physics Students: student section of the professional society, affiliated with the American Institute of Physics: open to all students interested in physics.

Social Fraternities and Sororities On the Gettysburg College campus there are thirteen men's social fraternities and six women's sororities. All but one of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place at the beginning of

the spring term. Each of these groups recognizes that the primary purpose of the College is academic; thus, each fraternal group encourages good scholarship.

WOMEN'S SORORITIES

Alpha Delta Pi	Chi Omega	Gamma Phi Beta
Alpha Xi Delta	Delta Gamma	Sigma Kappa

MEN'S FRATERNITIES

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau Omega	Phi Kappa Psi	Sigma Nu
Lambda Chi Alpha	Phi Sigma Kappa	Tau Kappa Epsilon
	Rho Beta	Theta Chi
	Sigma Alpha Epsilon	
Phi Delta Theta		

College Union The College Union is the center for many co-curricular activities at Gettysburg College. The campus community participates in a wide variety of programs offered through the Union.

Concerts, lectures, dances, theatrical productions, and other special events take place in the ballroom. The "Bullet Hole" (snack bar) serves as an informal campus meeting place. The Bookstore, also located in the Union, sells textbooks and, in addition, has a wide selection of reading materials, records, school supplies, and sundries. The Main Desk serves as an information and activities scheduling center for the campus.

The College radio station, record listening room, a recreation room, and the office of the Student Senate are located on the second floor of the College Union. Art exhibit showcases are included as a part of the second floor lounge, with a diverse selection of art exhibits being featured during the year.

Recreational facilities of the College Union include bowling lanes, an olympic six lane swimming pool, and game rooms for pool, bridge, chess, and table tennis.

The student College Union Board coordinates the activities sponsored by the Union, such as film series, popular concerts, dances, an arts and craft center, and a coffee house known as the Gangplank. Weekly and yearly activities calendars, and the daily *Potpourri*, containing commentary and announcements, are published by the College Union Board.

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	— Football Soccer	Field Hockey Volleyball	Cross Country
Winter	— Basketball Swimming Wrestling	Basketball Swimming	Rifle
Spring	— Lacrosse Tennis	Lacrosse Tennis	Baseball Golf Track and Field

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, bike racing, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, archery, billiards, bike racing, tennis, and softball.

STUDENT SERVICES

Deans' Offices The Office of the Dean of Students, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Dean of Students and one Associate Dean assist students in making educational plans and solving academic problems. Another Associate and two Assistant Deans, located in the same area of Pennsylvania Hall, assist students with housing and fraternity and sorority matters. They frequently are also concerned with questions of discipline.

The Dean of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Assistant Deans of the College supply information concerning January Term programs, medical and dental school admission requirements, affirmative action, and institutional research.

Student Health Service The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A twenty-six bed infirmary is staffed twenty-four hours daily by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or the physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

COUNSELING OFFICE

The staff of the Counseling Office seeks to provide a variety of programs concerned with the growth and development of students as more effective and self-directing young adults.

Both preventative and remedial counseling for individuals and groups is primary to this service. Students, who usually initiate their own appointments, have access to the counseling and educational skills and activities of professional counselors. The service is designed to help them reach their optimal potential as well as to help those experiencing pronounced emotional difficulties, which if unattended would inhibit social and academic learning.

All consultation is without charge and held in strict confidence.

Staff counselors also offer programs of an educational-developmental nature such as those involving study skills, alcohol and drug information, human sexuality, assertiveness training, anxiety management, dealing with grief, and couples communication.

Campus organizations as well as residence hall groups may also use the skills of a counselor for workshops or for special problems such as group disharmony or improving communication.

The Counseling Office is located on the second floor of Pennsylvania Hall.

CAREER COUNSELING OFFICE

The emphasis of the Career Counseling program is on assisting students to explore and clarify their interests and career goals as well as to obtain information about the career fields they are considering. Group meetings, workshops and individual appointments are available to all students. A vocational library is maintained to help students in their gathering of career information.

Opportunities for job interviews with company representatives are available during the spring term for graduating seniors.

Although much of the planning for graduate school is done in consultation with the student's faculty adviser, this office maintains a library of graduate school catalogs, graduate and professional school reference books, and data concerning recent applications by Gettysburg students to specific graduate schools.

FINANCIAL AID

Details about Financial Aid procedures are found in the Student Financial Aid Section of this catalogue.

FACILITIES

Gettysburg College has a 200 acre campus with 43 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837, to the John A. Hauser Fieldhouse constructed in 1973. A campus map appears at page 122.

Academic Facilities

The Library The College library collection is housed in the Schmucker Memorial Library Building and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 236,000 volumes, 28,000 microforms, 11,000 governmental publications, 6,300 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to about 1,100 journals.

The Open Door is a leaflet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

(Continued on page 124.)

CAMPUS MAP

ADMINISTRATION OFFICES

Location

President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Dean of the College	Pennsylvania
Dean of Students	Pennsylvania
Development	Pennsylvania
Counseling Services	Pennsylvania
Librarian	Schmucker Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

ACADEMIC AREAS

Art	Christ Chapel
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Consortium	Weidensall
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed.	
Men	Bream Gym
Women	Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Music	Brua
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary

Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter
Theatre Arts	Glatfelter

RESIDENCE HALLS

MEN

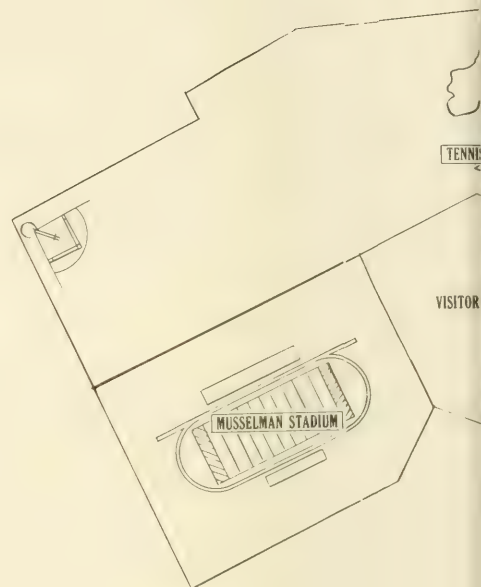
Apple Annex
Patrick
Paul
Rice

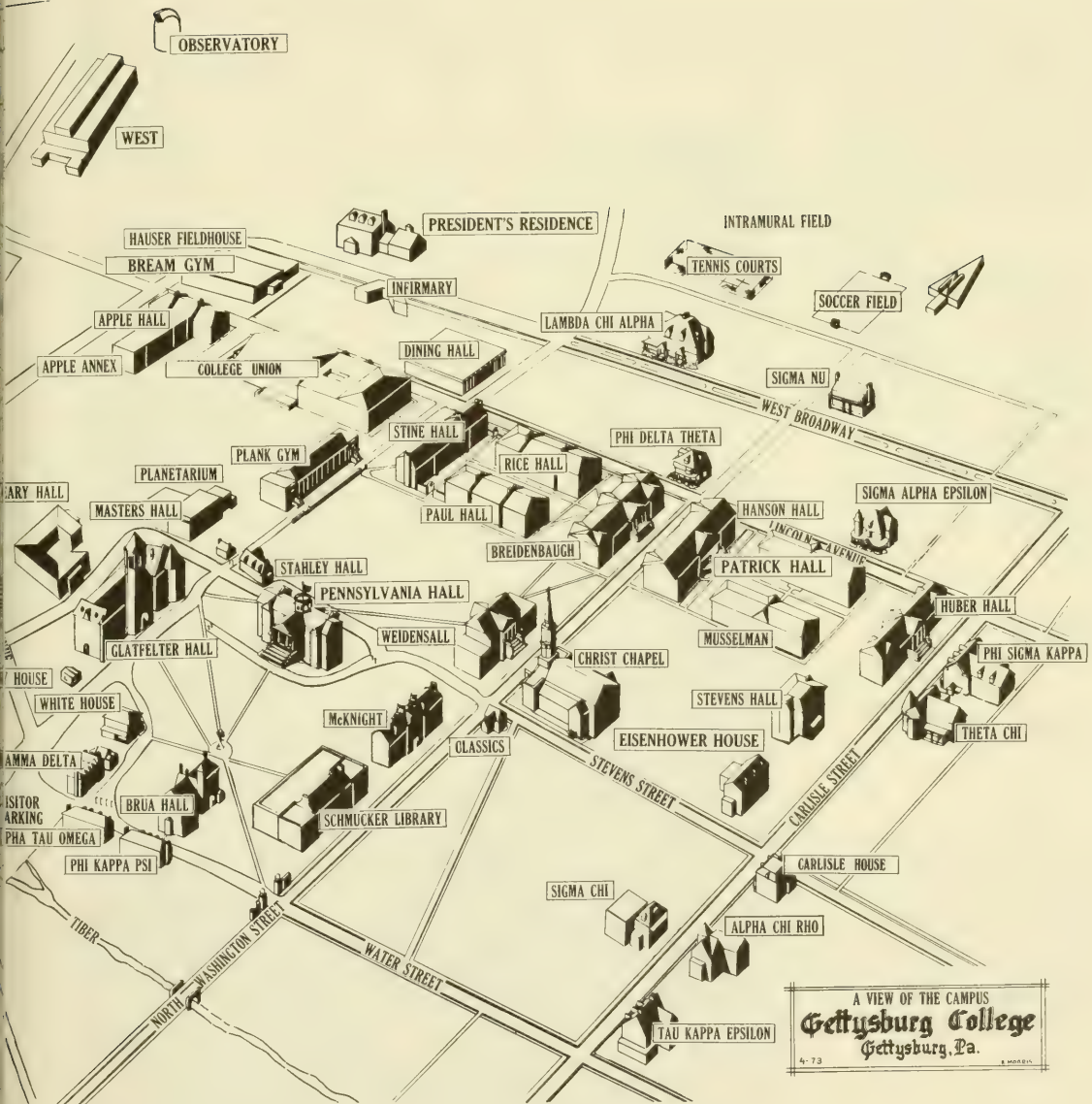
WOMEN

Apple
Hanson
Huber
Musselman
Patrick
Stevens
Stine

Services

Bookstore	College Union
Health Service	Infirmary
Post Office	Plank Gym
Snack Bar	College Union





Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Brua Hall	Music	Studios and Recital Hall
Classics Building	Classics	
Glatfelter Hall	Economics and Business Administration, English and Religion	Theatre Laboratory Studio, Computer Center
McKnight Hall	German and Russian, Romance Languages	Language Laboratory
Stahley Hall	Education and Mathematics	
Weidensall Hall	History and Philosophy	
West Building	Military Science	
White House	Political Science	

Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology, Psychology, Sociology and Anthropology	Electron Microscope, Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 6700 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Henry T. Bream Physical Education Building, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are six athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium; and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Six intercollegiate tennis courts are located adjacent to Musselman Stadium.

Living and Dining Facilities

The College has ten residence halls and four cottages for student housing, and a Dining Hall.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Infirmary, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, after complete renovation, was rededicated in 1970 and now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the residence of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used by the staff of Dean of Students Office and others for small group meetings.

GETTYSBURG

**Admissions,
Expenses,
and
Financial
Aid**



ADMISSION POLICY

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Tests of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT's be submitted. Achievement Tests are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$15 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the College of his or her first choice, may submit an application for Early Decision acceptance. The application must be received by November 15 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Those students submitting applications for Early Decision who are not offered acceptance in December will automatically be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. The student earning a score of three or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after reviewing the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

COMPREHENSIVE ACADEMIC FEE PLAN

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain Health and Physical Education activity courses, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$400 per course or \$100 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1978-79 \$3960

BOARD

College Dining Hall (21 meals per week) \$ 730

ROOM RENTS

Costs for all College living facilities	\$ 600
Single rooms	\$ 780

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

Comprehensive Academic Fee	\$3960
Board	730
Dormitory Room	600
Books and Supplies	200
	<u>\$5490</u>

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the Bookstore is operated on a cash basis, students should be provided with \$200 each year to purchase books and supplies.

SPECIAL STUDENT FEES

Any student who is not a candidate for a degree will be charged at the rate of \$400 per course or \$100 per quarter course.

PAYMENT OF BILLS

Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, PA 17325 by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on August 15 and the second due and payable on January 10. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms.

Of the advanced payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages.

Every continuing student in the College is required to pay a fee of \$100.00 by the time of Spring Registration. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

VETERANS' ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Business Office at the College.

INSURED TUITION PLAN

The Insured Tuition Payment Plan is a combination of a prepayment installment plan covering four years of college expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

BOARD

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

HOUSING POLICY

All freshman men and women must room in the College's residence halls. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Students Office. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

REFUND POLICY

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Dean of Students Office.

Refunds of the portion of the half-year bill paid for comprehensive academic fee and room rental are not made unless the student is required to withdraw because of the student's serious illness or unless the student who withdraws has a Guaranteed Student Loan guaranteed by a federal, state or private agency.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question.

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund

More than one-half of
the period covered
by the half-year
bill

No Refund

Note: January Term withdrawals for reasons
stated above:

Withdrawal in first half of January Term	100% refund 2nd half- year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds.

INSURANCE

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under a student health and accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

STUDENT FINANCIAL AID

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Financial Aid Office at Gettysburg College. (Applicants for admission need not send the IRS Form 1040 unless specifically requested.)

A prospective student seeking financial aid should forward the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded by a faculty committee in the form of grants, loans or a combination of these. All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—grants-in-aid made available by Gettysburg College.

Coach Recommended Grant—Certain male and female financial aid applicants with exceptional athletic ability will receive aid up to financial need in the form of Coach Recommended Grants. Such recipients are recommended to the faculty committee on financial aid by the Director of Intercollegiate Athletics. The aid is renewable in this form so long as need continues, the recipient continues to participate in the College's intercollegiate athletic program, and he or she maintains a sound academic record.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately one-fourth of the students receive financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Students, and on the reverse side of the Notification of Financial Aid.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID) STUDENT AID

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams or Carroll County.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D. D., is used to provide scholarships to needy and deserving students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvin Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazelton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazelton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenholder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenholder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The Stuart Warrenfeltz Scholarship Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Surgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

LOAN FUNDS FOR STUDENTS

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

OTHER AID FOR STUDENTS

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Aero Oil Company Scholarship: The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 217 N. Sixth St., P.O. Box 639, Reading, Pennsylvania 19603.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Presser Foundation Scholarship: An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Sons of Union Veterans of the Civil War Scholarship: An award provided by the Sons of Union Veterans is given to a worthy student.

Weaver - Bitteringer Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Basic Educational Opportunity Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship: An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan.

GETTYSBURG

Register



*Dr. Charles E. Glassick
President*

BOARD OF TRUSTEES¹

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Chairman of the Board, York Shipley, Inc.
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Publisher and Vice President
The Patriot-News Company. Harrisburg,
Pennsylvania

JOHN Z. BOWERS (1977)
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New York, New York

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Wilmington, Delaware

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Gettysburg, Pennsylvania

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Pastor, First Lutheran Church. Ellicott City,
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RALPH W. COX (1972)
Manager, Connecticut General Life Insurance
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Philadelphia, Pennsylvania

GUY S. EDMISTON (1977), *Central Pennsylvania Synod Trustee*
Secretary, Central Pennsylvania Synod
Harrisburg, Pennsylvania

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National Central Bank. York, Pennsylvania

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Folkemer Photo Service. Ellicott City,
Maryland

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Pennsylvania

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Executive Vice President, Mutual Inspection
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Harrisburg, Pennsylvania

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Biglerville, Pennsylvania

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WCAU-TV.
Philadelphia, Pennsylvania

EDWIN T. JOHNSON (1977)
President, The Johnson Companies.
Philadelphia, Pennsylvania

JUDITH W. KIP (1974), *Alumni Trustee*
Wyncote, Pennsylvania

MRS. JOSIAH W. KLINE (1962)
Harrisburg, Pennsylvania

HOWARD J. McCARNEY (1958-1960) (1966),
ex-officio
President, Central Pennsylvania Synod,
Lutheran Church in America.
Harrisburg, Pennsylvania

DAVID L. McMORRIS, M.D. (1973), *Alumni Trustee*
Physician. Williamsport, Pennsylvania

G. THOMAS MILLER (1963-1967) (1975),
Central Pennsylvania Synod Trustee
Attorney. Harrisburg, Pennsylvania

JOHN M. MUSSELMAN (1968)
Attorney. Harrisburg, Pennsylvania

RAMON R. NAUS (1975), *Alumni Trustee*
Chairman of the Board, Naus and Newlyn, Inc.
Philadelphia, Pennsylvania

THOMAS C. NORRIS (1974)
Vice-President, Operations, P.H. Glatfelter
Co.
Spring Grove, Pennsylvania

PAUL M. ORSO (1968), *ex-officio*
President, Maryland Synod,
Lutheran Church in America.
Baltimore, Maryland

JAMES A. PERROTT (1975), *Alumni Trustee*
Judge. Baltimore, Maryland

CARROLL W. ROYSTON (1973)
Attorney. Towson, Maryland

JOSEPH T. SIMPSON (1966)
President, Harsco Corporation.
Harrisburg, Pennsylvania

WALTER S. SMITH (1969), *Central Pennsylvania Synod Trustee*
Pastor, Zion Evangelical Lutheran Church.
Manheim, Pennsylvania

F. WILLIAM SUNDERMAN, M.D. (1967)
Director, Institute for Clinical Sciences.
Philadelphia, Pennsylvania

DONALD M. SWOPE (1977)
Attorney. Gettysburg, Pennsylvania

RAYMOND A. TAYLOR, M.D. (1966)
Radiologist, York Hospital. York, Pennsylvania

IRA WILLIAMS (1974)
Oklahoma City, Oklahoma

CHARLES W. WOLF (1970)
Attorney. Gettysburg, Pennsylvania

IRVIN G. ZIMMERMAN (1966)
Vice-President, The Bell Telephone Company
of Pennsylvania.
Philadelphia, Pennsylvania

¹The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

HONORARY LIFE TRUSTEES

John A. Apple
Paul H. Rhoads
John S. Rice
William H. B. Stevens

ADMINISTRATION
(1977-78 Academic Year)

Charles E. Glassick 1977-
President

B.S., Franklin and Marshall College; M.A.,
Ph.D., Princeton University; D.Sc., University
of Richmond

Paul G. Peterson 1959-
Assistant to the President
B.A., St. Olaf College; M.S.M., Union
Theological Seminary

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M.,
Yale Divinity School

Stephen D. Samuelson 1975-
Associate Chaplain
B.A., Michigan State University; M.Div.,
Lutheran School of Theology

Edward I. Owens 1977-
Chapel Intern
B.S., Oklahoma Baptist University; M.S.,
Stevens Institute of Technology

Leonard I. Holder 1964-
Dean of the College and Professor of
Mathematics
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University

G. Ronald Couchman 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College

Elizabeth B. Martin 1968-71, 1972-
Assistant Dean of the College
B.A., Wayne State University; M.A.,
University of Rochester

Robert C. Nordvall 1972-
Assistant Dean of the College
B.A., DePauw University; J.D., Harvard Law
School; Ed.D., Indiana University

Richard K. Wood 1969-
Director of Computer Facilities
B.A., Earlham College; M.S. (2), University of
Wisconsin

Barbara J. Henderson 1978-
Coordinator of Administrative Computing
B.A., University of Colorado; M.A., Indiana
University

Delwin K. Gustafson 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D.,
University of Nebraska

Daniel A. Dundon 1972-
Assistant Director of Admissions
B.A., State University of New York, at
Buffalo; M.A., Eastern Michigan University

Joseph E. Zamborsky 1973-
Assistant Director of Admissions
B.A., Gettysburg College; M.S.,
Shippensburg State College

Marguerite Carroll 1977-
Admissions Counselor
A.B., Duke University

Katherine Leser 1976-
Admissions Counselor
B.A., Swarthmore College

Janet O. R. Smith 1962-
Admissions Counselor

James H. Richards 1974-
Librarian
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Mary G. Burel 1970-
Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S.,
Florida State University



- David T. Hedrick** 1972–
Audio Visual Librarian
B.A., Emory and Henry College; M.A.,
University of Denver
- Dwight A. Huseman** 1971–
Serials/Documents Librarian
A.B., Susquehanna University; B.D.,
S.T.M., Lutheran Theological
Seminary, Philadelphia; M.S.L.S., Drexel
University
- Anna Jane Moyer** 1961–
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University
- Frances H. Playfoot** 1972–
Assistant Readers' Services
Librarian/Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College
- Nancy C. Scott** 1960–
Catalogue Librarian
B.A., M.L.S., University of Pittsburgh
- Frank B. Williams** 1966–
Dean of Students
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania
- Ralph W. Arend, Jr.** 1975–
Associate Dean of Students
B.A., Denison University; M.A., Ph.D., Ohio
University
- Michael Malewicki** 1976–
Assistant Dean of Students
B.A., Gettysburg College
- Shelley Miller** 1977–
Assistant Dean of Students
B.A., University of Delaware; M.Ed.,
University of Miami
- Nancy C. Locher** 1968–
Associate Dean of Students
B.A., Mary Baldwin College; M.A.,
University of North Carolina
- Salvatore Ciolino** 1971–
Director of Financial Aid
B.A., State University of New York at
Geneseo; M.S., State University of New York
at Albany
- William H. Jones** 1964–
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin; Ed.D., Boston
University
- J. Michael McGrath** 1967–
Consulting Psychiatrist
B.S., University of Notre Dame; M.D.,
Temple University School of Medicine
- Michele Rubino** 1976–
Counseling Psychologist
B.S., M.S., Indiana University
- Edward F. McManness** 1970–
Director of the College Union
B.S., M.S., East Texas State University
- Ann McKittrick** 1974–
Assistant Director of the College Union
B.A., Moravian College
- Clare N. Shumway** 1977–
Medical Director
M.D., University of Buffalo
School of Medicine
- Douwe L. Radsma** 1961–
College Physician
M.D., University of Amsterdam
- Homer A. Wood** 1966–
Director of Career Counseling
B.S., M.S., University of Pennsylvania
- John Schlegel** 1976–
Treasurer and Business Manager
B.S., M.B.A., Temple University
- Roland E. Hansen** 1973–
Assistant Business Manager
B.A., Nebraska Wesleyan University

Gary L. Anderson 1973–
Bookstore Manager
B.A., University of Albuquerque

Robert A. Pickel 1974–
Assistant Bookstore Manager
B.A., Gettysburg College

Jay P. Brown 1947–
Bursar
Certificate, American Institute of Banking

Rex Maddox 1956–
Superintendent of Buildings and Grounds

Nicolaas P. Schindeler 1968–
Superintendent of Engineering and
Construction
B.S. in Mechanical Engineering, Amsterdam
Technical College

James A. Treas 1971–
Chief of Security

Richard Page Allen 1978–
Vice President for College Relations
A.B., Lafayette College

Richard E. Walker 1963–
Assistant Director of Development for Estate
Planning
B.A., Gettysburg College

Robert D. Smith 1965–
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg
State College

Mildred D. Johnson 1953–
Administrative Assistant, Alumni Office
B.A., Gettysburg College

Willard G. Books 1966–
Director of Public Relations
B.A., Adrian College

Paul D. Mangan 1976–
News Bureau Director
B.S., Mt. St. Mary's College

Robert B. Kenworthy 1965–
Sports Information Officer

THE FACULTY (1977-78 Academic Year)

Charles E. Glassick 1977–
President
B.S., Franklin and Marshall College; M.A.,
Ph.D., Princeton University; D.Sc., University
of Richmond

Leonard I. Holder 1964–
Dean of the College and Professor of
Mathematics
B.S., M.S., Texas A & M University;
Ph.D., Purdue University

EMERITI

R. Henry Ackley 1953–1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of
Music

Albert Bachman 1931–1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation,
University of Zurich; Ph.D., Columbia
University

M. Esther Bloss 1953–1968
Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia
University

Henry T. Bream 1926–1969
Professor of Health and Physical Education,
Emeritus
B.S., Gettysburg College; M.A., Columbia
University

Albert W. Butterfield 1958–1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S.,
University of Michigan

Martin H. Cronlund 1957–1973
Dean, Emeritus
B.A., Gettysburg College; M.A., Temple
University

Helen H. Darrah 1961–1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

William C. Darrah 1957–1974
Professor of Biology, Emeritus
B.S., University of Pittsburgh

Edith Fellenbaum 1963–1968
Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns
Hopkins University

John G. Glenn 1925–1966
Pearson Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D.,
Princeton University

Carl Arnold Hanson 1961–1977
President, Emeritus
B.A., University of Akron; Ph.D., Cornell
University; LL.D., University of Akron; L.H.D.,
Roanoke College; LL.D., Dickinson Law
School

William D. Hartshorne, Jr. 1928–1959
Professor of Romance Languages, Emeritus
A.B., M.A., Haverford College; Diplôme de
Professeur de français à l'étranger, Université
de Toulouse

F. Stanley Hoffman 1956–1977
Treasurer, Emeritus
B.S., M.S., Gettysburg College

W. Ramsay Jones 1956–1975
Dean, Emeritus
B.A., Gettysburg College

Doris M. Kemler 1959–1976
Assistant Librarian, Emerita
B.S., M.A., University of Minnesota

Katherine K. Taylor Rood 1947–1966
Professor of English, Emerita
B.A., University of Oregon

Charles A. Sloat 1927–1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University

Lillian H. Smoke 1959–1974
Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia
University

Parker B. Wagnild 1937–1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran
Theological Seminary, Gettysburg; M.S.M.,
Union Theological Seminary; M.A., New York
University; Mus.D., Thiel College

Glenn S. Weiland 1949–1974
Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Waldemar Zagars 1956–1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

John B. Zinn 1924–1959
Professor of Chemistry, Emeritus
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

CURRENT FACULTY

Angela Aguirre 1977–

Instructor in Romance Languages

B.A., The City College of the City University of New York; M.A., Queens College of the City University of New York

Norman L. Annis 1960–

Professor of Art

B.A., University of Northern Iowa; M.F.A., University of Iowa

Paul R. Baird 1951–

Associate Professor of Economics and Business Administration

B.A., M.A., The Pennsylvania State University

Robert D. Barnes 1955–

Dr. Charles H. Graff Professor of Biology

B.S., Davidson College; Ph.D., Duke University

Guillermo Barriga 1951–

Associate Professor of Romance Languages

B.S., Colombian Naval Academy; M.A., Middlebury College; Ph.D., University of Madrid

Edward J. Baskerville 1956–

Professor of English

B.S., Lehigh University; M.A., Ph.D., Columbia University

Neil W. Beach 1960–

Associate Professor of Biology

B.S., M.S., Ph.D., University of Michigan

F. Eugene Belt 1966–

Assistant Professor of Music

A.B., Western Maryland College; M.A., New York University

Gareth V. Biser¹ 1959–

Associate Professor of Health and Physical Education

B.S., Gettysburg College; M.S., Syracuse University

Robert L. Bloom 1949–

Adeline Sager Professor of History

B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University

A. Bruce Boenau 1957–

Professor of Political Science, Department Chairman

A.B., Amherst College; A.M., Ph.D., Columbia University

Harry F. Bolich 1947–

Associate Professor of Speech

Sc.B., Sc.M., Bucknell University

Donald M. Borock 1974–

Associate Professor of Political Science

B.A., M.A., Ph.D., University of Cincinnati

Lois J. Bowers 1969–

Assistant Professor of Health and Physical Education

B.S., Temple University; M.Ed., Western Maryland College

Bruce W. Bugbee 1958–

Associate Professor of History

A.B., College of William and Mary; A.M., Ph.D., University of Michigan

A. Ralph Cavaliere 1966–

Professor of Biology, Department Chairman

B.S., M.S., Arizona State University; Ph.D., Duke University

John F. Clarke 1966–

Professor of English

B.A., Kenyon College; M.A., Stanford University

Charles F. Collier 1974–

Assistant Professor of Economics and Business Administration

B.A., Harpur College of the State University of New York at Binghamton; M.A., Ph.D., Duke University

Glendon F. Collier 1957–

Assistant Professor of German and Russian

B.A., Franklin and Marshall College; M.A., University of California, Berkeley

Chan L. Coulter 1958–
Professor of Philosophy
B.A., University of Iowa; M.A., Ph.D., Harvard
University

David J. Cowan³ 1965–
Associate Professor of Physics, Department
Chairman
B.S., M.A., Ph.D., University of Texas

Basil L. Crapster 1949–
Professor of History, Department Chairman
A.B., Princeton University; A.M., Ph.D.,
Harvard University

David L. Crowner 1967–
Associate Professor of German and Russian
B.A., Pacific Lutheran University; M.A., Ph.D.,
Rutgers—The State University of New Jersey

CAPT Roland A. Culver 1974–
Assistant Professor of Military Science
B.A., Utah State University; M.A., Pacific
Lutheran University

Paul R. D'Agostino 1969–
Associate Professor of Psychology
B.S., Fordham University; M.A., Ph.D.,
University of Virginia

Theodore C. Daniels 1954–
Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse
University

Pamela Di Pesa 1976–
Assistant Professor of English
B.A., Sarah Lawrence College; Ph.D., City
College of the City University of New York

Joseph D. Donolli 1971–
Instructor in Health and Physical Education
B.S., University of Delaware; M.Ed., Temple
University

Harold A. Dunkelberger 1950–
Amanda Rupert Strong Professor of Religion,
Department Chairman
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.
Columbia University

Charles F. Emmons 1974–
Assistant Professor of Sociology and
Anthropology
B.A., Gannon College; M.A., Ph.D., University
of Illinois

George H. Fick 1967–
Associate Professor of History
A.B., Harvard University; M.A., University of
Minnesota; Ph.D., Harvard University

Kermit H. Finstad¹ 1970–
Assistant Professor of Music
B.A., St. Olaf College; M.M., The Catholic
University of America

David E. Flesner 1971–
Associate Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D.,
University of Michigan

Norman O. Forness 1964–
Associate Professor of History
B.A., Pacific Lutheran University; M.A.,
Washington State University; Ph.D., The
Pennsylvania State University

Donald H. Fortnum² 1965–
Professor of Chemistry
B.S., Carroll College (Wisconsin); Ph.D.,
Brown University

CAPT Thomas L. Foster 1975–
Assistant Professor of Military Science
B.A., Virginia Polytechnical Institute and
University

- Lewis B. Frank** 1957–
Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A., The Johns Hopkins University
- Robert S. Fredrickson** 1969–
Assistant Professor of English
B.A., DePauw University; M.A., University of Minnesota; Ph.D., University of North Carolina
- Edwin D. Freed** 1948–51, 1953–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Harvard University
- Robert H. Fryling** 1947–50, 1958–
Professor of Mathematics, Department Chairman
B.A., Gettysburg College; M.S., Ph.D., University of Pittsburgh
- Judith Gay** 1976–
Assistant Professor of Psychology
B.A., Findlay College; M.A., Ph.D., Bowling Green State University
- Robert M. Gemmill** 1958–
Assistant Professor of Economics and Business Administration
B.A., Gettysburg College; M.A., University of Pennsylvania
- Russell P. Getz** 1976–
Associate Professor of Music
B.S., Lebanon Valley College; M.S., University of Pennsylvania; Ed.D., The Pennsylvania State University
- Richard B. Geyer** 1954–
Graeff Professor of English, Department Chairman
A.B., M.A., Miami University; Ph.D., Northwestern University
- Charles H. Glatfelter** 1949–
Professor of History
B.A., Gettysburg College; Ph.D., The Johns Hopkins University
- Gertrude G. Gobel²** 1968–
Assistant Professor of Psychology
B.S., The Pennsylvania State University; M.S., University of Illinois; Ph.D., Temple University
- Derrick K. Gondwe** 1977–
Instructor in Economics and Business Administration
B.A., Lake Forest College; M.A., University of Wisconsin; Ph.D., University of Manitoba
- Carolyn C. Gotay** 1977–
Assistant Professor of Psychology
B.A., Duke University; M.A., Ph.D., University of Maryland
- Eugene M. Haas** 1954–
Professor of Health and Physical Education and Director of Intercollegiate Athletics
A.B., Gettysburg College; M.A., Columbia University
- Louis J. Hammann** 1956–
Associate Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Pennsylvania State University; Ph.D., Temple University
- J. Richard Haskins** 1959–
Professor of Physics
B.S., University of Texas; Ph.D., Ohio State University
- C. Robert Held** 1954–55, 1956–
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton University
- John T. Held** 1960–
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia University; M.S., University of Illinois
- Caroline M. Hendrickson¹** 1959–
Assistant Professor of Romance Languages
A.B., Wellesley College; M.A., Columbia University
- Thomas J. Hendrickson** 1960–
Associate Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa State University
- Sherman S. Hendrix** 1964–
Associate Professor of Biology
B.A., Gettysburg College; M.S., Florida State University; Ph.D., University of Maryland

MAJ Eugene F. Heyman, Jr. 1977–
Assistant Professor of Military Science
B.A., Texas A & M University; M.A., Central
Michigan University

Edmund R. Hill 1961–
Associate Professor of Economics and
Business Administration
B.Com., McGill University; M.A., Ph.D.,
University of Pittsburgh

Donald W. Hinrichs 1968–
Assistant Professor of Sociology and
Anthropology
B.A., Western Maryland College; M.A.,
University of Maryland; Ph.D., Ohio State
University

Wade F. Hook 1967–
Professor of Sociology and Anthropology,
Department Chairman
A.B., Newberry College; B.D., Lutheran
Theological Southern Seminary; M.A.,
University of South Carolina; Ph.D., Duke
University

Robert T. Hulton 1957–
Associate Professor of Health and Physical
Education
B.A., Grove City College

R. Eugene Hummel 1957–
Associate Professor of Health and Physical
Education
B.A., Gettysburg College; M.A., Columbia
University

Chester E. Jarvis 1950–
Professor of Political Science
A.B., M.A., University of California, Berkeley;
Ph.D., University of Pennsylvania

John M. Kellett 1968–
Associate Professor of Mathematics
B.S., Worcester State College; M.S.,
Rutgers—The State University of New Jersey;
Ph.D., University of Florida

Grace C. Kenney 1948–
Associate Professor of Health and Physical
Education
B.S., New York University; M.A., Columbia
University

Randall M. King 1975–
Assistant Professor of Mathematics
B.A., Franklin and Marshall College; M.A.,
University of Maryland; Ph.D., Duke University

David Koran 1977–
Assistant Professor of Chemistry
B.A., Lehigh University; M.S., Northwestern
University; Ph.D., University of Cincinnati

Arthur L. Kurth 1962–
Professor of Romance Languages
B.A., Yale College; Ph.D., Yale University

L. Carl Leinbach 1967–
Associate Professor of Mathematics
B.A., Lafayette College; M.A., University of
Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970–
Associate Professor of Romance Languages
Ph.D., New York University

Ada G. Lewis 1977–
Instructor in Economics and Business
Administration
B.S., M.Ed., Indiana University of
Pennsylvania

Ralph D. Lindeman 1952–
Professor of English
B.A., University of Pittsburgh; M.A., Columbia
University; Ph.D., University of Pittsburgh

Jack S. Locher 1957–
Associate Professor of English
M.A., University of Chicago; Ph.D., University
of Pennsylvania

Rowland E. Logan² 1958–
Assistant Professor of Biology
A.B., University of California, Los Angeles;
M.S., Ph.D., Northwestern University

John H. Loose 1959–
Professor of Religion
A.B., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; M.A.,
Ph.D., University of Chicago

Franklin O. Loveland³ 1972–
Assistant Professor of Sociology and
Anthropology
A.B., Dartmouth College; M.A., Lehigh
University; M.A., Ph.D., Duke University

Richard T. Mara 1953–
Sahn Professor of Physics
B.A., Gettysburg College; M.S., Ph.D.,
University of Michigan

Laurence A. Marschall 1971–
Associate Professor of Physics
B.S., Cornell University; Ph.D., University of
Chicago

Michael Matsinko 1976–
Instructor in Music
B.S., M.M., West Chester State College

Arthur McCardle 1969–
Assistant Professor of German and Russian
B.A., M.A., Ph.D., Columbia University

John K. McComb 1971–
Assistant Professor of English
B.A., M.A., Southern Methodist University;
M.A., Ph.D., The Johns Hopkins University

Carol Ann Merrick 1977–
Assistant Professor of Romance Languages
B.A., Emmanuel College; M.A., Ph.D.,
University of Wisconsin

Fredric Michelman 1973–
Assistant Professor of Romance Languages
B.S. Ec., University of Pennsylvania; M.A.,
Middlebury College; Ph.D., University of
California, Los Angeles

Jan E. Mikesell 1973–
Assistant Professor of Biology
B.S., M.S., Western Illinois University; Ph.D.,
Ohio State University

John C. Miller 1973–
Associate Professor of Romance Languages,
Department Chairman
A.B., Rutgers—The State University of New
Jersey; M.S. Ed., Southern Illinois University;
M.A., University of Maryland; D.M.L.,
Middlebury College

William T. Miller 1977–
Instructor in Health and Physical Education
B.S., M.Ed., Norwich University

Carey A. Moore 1955–1956, 1959–
Professor of Religion
A.B., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D., The
Johns Hopkins University

M. Scott Moorhead 1955–
Associate Professor of Mathematics
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Kenneth F. Mott 1966–
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A.,
Lehigh University; Ph.D., Brown University

Samuel A. Mudd 1958–1964, 1965–
Professor of Psychology, Department
Chairman
B.A., Gettysburg College; M.S., Ph.D., Purdue
University

James P. Myers, Jr. 1968–
Associate Professor of English
B.S., LeMoyne College; M.A., University of
Arizona; Ph.D., University of Massachusetts

Katsuyuki Niiro¹ 1972–
Assistant Professor of Economics and
Business Administration
B.A., M.A., University of Hawaii; M.A., Ph.D.,
University of Pittsburgh

Norman K. Nunamaker 1963–
Associate Professor of Music
A.B., Bowling Green State University; M.M.,
Ph.D., Indiana University

Joseph P. Nyitray 1974–
Associate Professor of Political Science
A.B., Cornell University; M.A., Ph.D., Ohio
State University

Bruce L. Packard 1971–
Assistant Professor of Education
A.B., Gettysburg College; Ed. M., Ed.D.,
Temple University

William E. Parker 1967–
Assistant Professor of Chemistry
B.A., Haverford College; M.S., Ph.D.,
University of North Carolina

Howard C. Parks 1966–
Assistant Professor of Classics
B.A., Kenyon College; M.A., Ohio State
University

Jeffrey L. Patterson 1976–
Instructor in Economics and Business
Administration
B.A., Gettysburg College; M.B.A., Temple
University

Ruth E. Pavlantos 1963–
Professor of Classics, Department Chairman
B.A., College of Wooster; M.A., Ph.D.,
University of Cincinnati

James D. Pickering 1954–
Professor of English
A.B., A.M., Wesleyan University; Ph.D.,
Columbia University

Charles J. Pineno 1968–
Instructor in Economics and Business
Administration
B.S., The Pennsylvania State University;
M.B.A., University of Scranton

Thane S. Pittman³ 1972–
Associate Professor of Psychology
B.A., Kent State University; M.A., Ph.D.,
University of Iowa

Charles E. Platt 1957–
Professor of Psychology
A.B., Wittenberg University; M.A., Ph.D., Ohio
State University

William D. Powers 1977–
Instructor in Music
B.S., Gettysburg College

Ingolf Qually 1956–
Professor of Art, Department Chairman
B.A., St. Olaf College; B.F.A., M.F.A., Yale
University

David P. Rahn 1976–
Instructor in Health and Physical Education
B.S., M.S., University of Delaware

William F. Railing 1964–
Professor of Economics and Business
Administration, Department Chairman
B.S., United States Merchant Marine
Academy; B.A., The Johns Hopkins University;
Ph.D., Cornell University

Ray R. Reider 1962–
Assistant Professor of Health and Physical
Education
A.B., Gettysburg College; M.Ed., The
Pennsylvania State University

Norman E. Richardson 1945–
William Bittinger Professor of Philosophy,
Department Chairman
A.B., Amherst College; B.D., Yale Divinity
School; Ph.D., Yale University

Michael L. Ritterson 1968–
Assistant Professor of German and Russian
A.B., Franklin and Marshall College; Ph.D.,
Harvard University

Russell S. Rosenberger 1956–
Professor of Education, Department Chairman
B.S., Geneva College; M. Litt., Ed.D.,
University of Pittsburgh

William Rost 1974–
Instructor in Health and Physical Education
B.A., M.S., Indiana University

Alex T. Rowland 1958–
Professor of Chemistry, Department Chairman
A.B., Gettysburg College; Ph.D., Brown
University

Joseph G. Sabol 1975–
Associate Professor of Health and Physical
Education
B.S., The Pennsylvania State University; M.S.,
Bucknell University

Calvin E. Schildknecht 1959–
Professor of Chemistry
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

Caroline J. Schlie 1975–
Instructor in Health and Physical Education
B.S., Valparaiso University; M.S., Indiana
University

Emile O. Schmidt 1962–
Professor of English and Director of Theatre
Arts
A.B., Ursinus College; M.A., Columbia
University

Henry Schneider III 1964–
Franklin Professor of German, Department
Chairman
A.B., M.A., Ph.D., Princeton University

Allen C. Schroeder 1967–
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The
Catholic University of America

W. Richard Schubart 1950–
Associate Professor of Philosophy
A.B., Dartmouth College; A.M., Columbia
University

Walter J. Scott 1959–
Associate Professor of Physics
B.A., Swarthmore College; M.S., Lehigh
University

Jack Douglas Shand 1954–
Associate Professor of Psychology
B.A., Amherst College; M.A., Harvard
University; Ph.D., University of Chicago

Howard G. Shoemaker 1957–
Associate Professor of Health and Physical
Education
B.A., Gettysburg College; M.A., Columbia
University

James F. Slaybaugh 1964–
Assistant Professor of Education
A.B., Roanoke College; M.Ed., The
Pennsylvania State University

Carol D. Small³ 1969–
Instructor in Art
B.A., Jackson College of Tufts University;
M.A., The Johns Hopkins University

MAJ James G. Snodgrass 1975–
Assistant Professor of Military Science
B.A., Gettysburg College; M.A., Temple
University

Jeffery Sobal 1977–
Instructor in Sociology and Anthropology
B.A., Bucknell University; M.A., University of
Pennsylvania

Ralph A. Sorensen 1977–
Assistant Professor of Biology
B.A., University of California, Riverside; Ph.D.
Yale University

John R. Stemen 1961–
Associate Professor of History
B.A., Yale University; M.A., Ph.D., Indiana
University

Mary Margaret Stewart 1959–
Professor of English
A.B., Monmouth College (Illinois); Ph.D.,
Indiana University

Richard W. Stratton 1976–
Assistant Professor of Economics and
Business Administration
B.A., Drew University; M.A., Ph.D., University
of Connecticut

Barry H. Streeter 1975–
Instructor in Health and Physical Education
B.A., Lebanon Valley College; M.S., University
of Delaware

Loren E. Swivel 1977–
Instructor in Health and Physical Education
B.S., Slippery Rock State College

Amie G. Tannenbaum 1968–
Instructor in Romance Languages
A.B., Hood College; M.A., The George
Washington University

Donald G. Tannenbaum 1966–
Associate Professor of Political Science
B.B.A., M.A., City College of the City
University of New York; Ph.D., New York
University

Robert H. Trone 1956–
Assistant Professor of Religion
A.B., Gettysburg College; B.D., Yale Divinity
School; M.A., The Catholic University of
America

Robert M. Viti² 1971–
Assistant Professor of Romance Languages
B.A., St. Peter's College; M.A., Ph.D., Duke
University

COL Francis Vossen 1976–
Professor of Military Science, Department
Chairman
B.S., University of Nebraska; M.P.A.,
University of Missouri

Janis H. Weaner 1957–
Assistant Professor of Romance Languages
B.A., Mary Washington College of the
University of Virginia; M.A., New York
University

Dexter N. Weikel 1962–
Associate Professor of Music, Department
Chairman
B.S., Susquehanna University; M.A., The
Pennsylvania State University; D.M.A.,
Peabody Conservatory of The Johns Hopkins
University

Richard T. Wescott 1966–
Associate Professor of Health and Physical
Education, Department Chairman
A.B., Colby College; M.Ed., Boston University;
P.E.D., Indiana University

Conway S. Williams 1949–
Associate Professor of Economics and
Business Administration
A.B., Columbia University; M.S., Columbia
University School of Business

John R. Winkelmann 1963–
Assistant Professor of Biology
B.A., University of Illinois; M.A., Ph.D.,
University of Michigan

Robert F. Zellner 1968–
Associate Professor of Music
B.S., West Chester State College; M.A.,
Lehigh University

¹Sabbatical leave, Fall and January Terms 1978-79

²Sabbatical leave, January and Spring Terms 1978-79

³Sabbatical leave, Academic Year 1978-79

OTHER INSTRUCTIONAL PERSONNEL (1977-78 Academic Year)

Judith A. Annis
Lecturer in Health and Physical Education
B.A., University of Northern Iowa

Mary T. Baskerville
Lecturer in Interdepartmental Studies
B.A., Hunter College; M.A., Ph.D., Columbia
University

Mark A. Bergdale
Part-time Assistant Football Coach
B.A., Gettysburg College

Harry M. Buck
Visiting Professor of Religion
A.B., Albright College; M.Div., United
Theological Seminary; Ph.D., University of
Chicago

Shirlee S. Cavaliere
Laboratory Instructor in Biology
B.A., Butler University; M.S., Arizona State
University

Charlene M. Cerasa
Lecturer in Economics and Business
Administration
B.S., Elizabethtown College

Kathleen M. Ciolino
Lecturer in Education
B.S., M.S., State University of New York
College at Geneseo

Sherry Conway
Part-time Assistant Basketball Coach
B.S., Slippery Rock State College

SGM Leonard P. Czarnecki
Senior Instructor in Military Science

Elizabeth W. Daniels
Laboratory Instructor in Biology
B.A., Miami University

Janet P. Gemmill
Lecturer in Interdepartmental Studies
B.A., Bucknell University; M.A., University of
Michigan; M.A., Ph.D., University of Wisconsin

Alice Guise
Lecturer in English
B.A., Wilson College; Ph.D., American
University

Ann K. Harper
Visiting Associate Professor of Economics and
Business Administration
A.B., Randolph Macon Woman's College;
Ph.D., The Johns Hopkins University

Jean A. Hartzell
Lecturer in English
B.A., Gettysburg College; M.A., Shippensburg
State College

Ann Harvey
Supervisor of Elementary Student Teachers
B.S., Millersville State College; M.Ed.,
Shippensburg State College

SSG Daniel L. Hemmerly
Assistant Instructor in Military Science

Martha Hinrichs
Laboratory Instructor in Biology
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1978-79 CALENDAR

FALL TERM

September 2-5, Saturday-Tuesday
September 6, Wednesday at 8:00 A.M.
October 20, Friday
October 20-22, Friday-Sunday
October 23, Monday
November 4, Saturday
November 21, Tuesday at 4:00 P.M.
November 27, Monday at 8:00 A.M.
December 9, Saturday at noon
December 11-16, Monday-Saturday

Orientation and Registration
Classes begin
Fall Honors Day
Fall Parents' Weekend
Mid-term reports
Alumni Homecoming
Thanksgiving recess begins
Thanksgiving recess ends
Last day of classes
Final examinations

JANUARY TERM

January 3, Wednesday at 8:00 A.M.
January 30, Tuesday at 5:00 P.M.

January Term begins
January Term ends

SPRING TERM

February 6, Tuesday
February 7, Wednesday
March 23, Friday
March 23, Friday at 5:00 P.M.
April 2, Monday at 8:00 A.M.
April 12, Thursday at 5:00 P.M.
April 17, Tuesday at 8:00 A.M.
April 27, Friday
April 27-29, Friday-Sunday
May 17, Thursday
May 18, Friday
May 21-26, Monday-Saturday
June 3, Sunday

Registration
Classes begin
Mid-term reports
Spring recess begins
Spring recess ends
Easter recess begins
Easter recess ends
Spring Honors Day
Spring Parents' Weekend
Spring Registration
Last day of classes
Final examinations
Baccalaureate (10:00 A.M.)
Commencement (2:00 P.M.)

STATISTICAL SUMMARY

Students in College

1977 Full-Time Enrollment

Fall Term

	M	W	Total
Senior	221	152	373
Junior	231	243	474
Sophomore	275	234	509
Freshmen	<u>275</u>	<u>283</u>	<u>558</u>
	1002	912	1914

Geographic Distribution Full-Time Students

1977 Fall Term

	Number of Students	Percent
Pennsylvania	684	35.8%
New Jersey	529	27.6%
New York	202	10.6%
Maryland	196	10.2%
Connecticut	119	6.2%
Massachusetts	37	1.9%
Delaware	32	1.7%
Virginia	28	1.5%
Other States and Foreign Countries	87	4.5%
	1914	100%

STUDENT RETENTION

Of the students who entered Gettysburg as freshmen in September 1973, 64% were graduated by August, 1977, 3% who had not met the graduation requirements continued at Gettysburg, 8% were required to withdraw from Gettysburg for academic reasons.

ENDOWMENT FUNDS

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Alumni Memorial Endowment Fund

Frank D. Baker

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Class of 1919 Fund

A memorial to the Class

Class of 1939 Fund

Class of 1971 Fund

H. Brua Campbell

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson

Charles W. Diehl, Jr. '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the educational program.

The Gettysburg Times

Mamie Ragan Getty Fund,

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

William J. Knox, '10

Frank H. Kramer, '14 and Mrs. Kramer

James MacFarlane, 1837

Dana and Elizabeth Manners Memorial Fund

G. Bowers Mansdorfer, M.D. '26

J. Clyde Markel, '00, and Caroline O. Markel

Robert T. Marks

Fred G. Masters, '04

A. L. Mathias, '26

John H. Mickley, '28

A gift for endowment in memory of his brother

William Blocher Mickley

Alice Miller

William J. Miller, Jr., '00

Thomas Z. Minehart, '94

Bernice Baker Musser

Helen Overmiller

Joseph Parment Company

Mrs. Willard S. Paul

Nellie G. Royer

Sarah Ellen Sanders

Anna D. Seaman

Paul R. Sheffer, '18

A bequest to Gettysburg College in support of the educational program.

Herbert Shimer, '96

Robert O. Sinclair

Albert T. Smith Memorial Fund

James Milton Smith Fund

Contributed by Mrs. Emma Hancock Smith as a memorial to her son James Milton Smith

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Charles M. A. Stine, '01

Stoeever-Alcove Fund

Harvey W. Strayer, '10

In memory of E. Ruth Strayer

Vera & Paul Wagner Fund

Richard C. Wetzel

Jack Lyter Williams Memorial Fund

Contributed by Mrs. Ernest D. Williams as a memorial to her son Jack L. Williams, Class of 1951.

Alice D. Wrather

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889–1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A fund to support the needs of the library.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh, '13.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Visiting Scientists A fund contributed by the Musselman Foundation the income from which is to be used to support visits by scientists to the College.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairman of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

GETTYSBURG

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GETTYSBURG

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the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable
federal, state, and local statutes, ordinances and regulations. Inquiries concerning the applica-
tion of any of these laws may be directed to the Affirmative Action Officer at the College or to the
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ton, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation
Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary
Schools.

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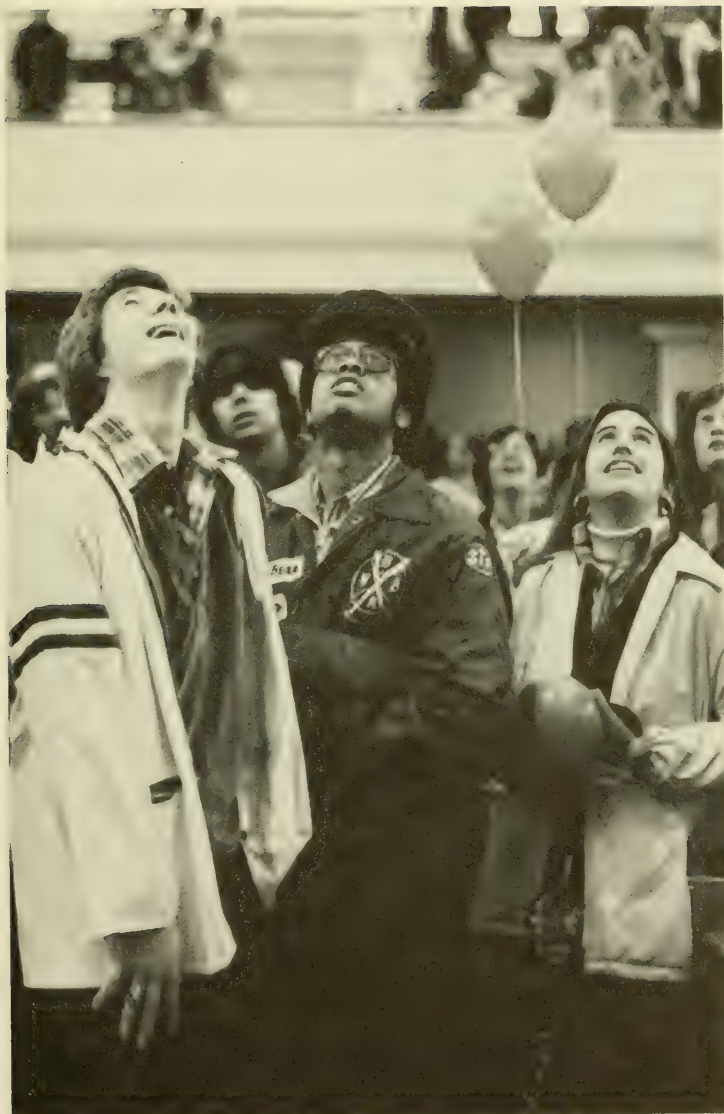
Gettysburg, Pennsylvania 17325

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GETTYSBURG

**Gettysburg
College—
The
Community**





Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural, consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1850 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for pre-law and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.



A



B

A/ Concentration shows on the faces of these students as they listen to a sociology class lecture. B/ President Charles E. Glassick is always on hand to greet students' and their parents during the Fall and Spring Parents' Weekends.

Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 21 academic areas: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting intensive academic experience in an area in which you have special interest. Individualized study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for non-academic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.



A/ A two-course sequence in a laboratory science is one of distribution requirements for the Bachelor of Arts degree. B/ Students are encouraged to conduct individualized research as are these two psychology majors.



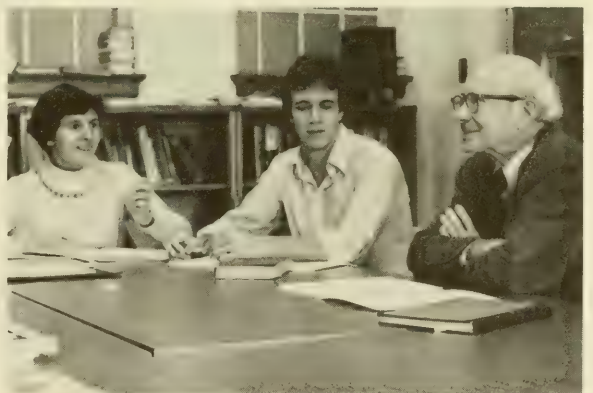
B



A



B



C

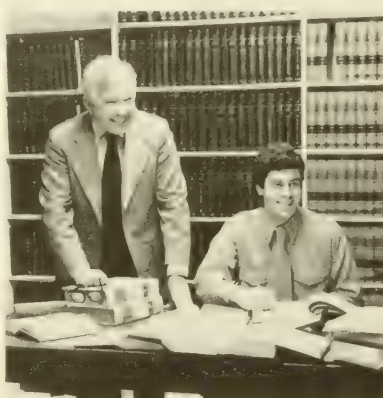
A/ Students and faculty members alike make constant use of Schmucker Library. Scheduled for completion in 1981 is the Musselman Library/Learning Resources Center. The five-level building will include room for 420,000 volumes, study space for 800 students, a media center, language laboratory, recording laboratory, and projection room. B/ The Music Department offers study on a one-to-one basis. C/ Small class seminars are conducive to student-faculty exchange.



A



B



C

The January Term allows for internships for students in various professions: A/ dentistry; B/ television; C/ law.

Through membership in the three-college Central Pennsylvania Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University, the United Nations Semester at Drew University, and the Merrill-Palmer Institute program in human development and family life at the Institute in Detroit. Many students each year study in foreign countries under our Junior Year Abroad program and India program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University and with Rensselaer Polytechnic Institute. There is a cooperative forestry program with Duke University. Under all of these programs a student begins his or her career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.



A



B



C

A/ Studying marine life in Bermuda is one of the many opportunities students have during the January Term. B/ Open to both men and women is the Army ROTC Department. C/ With modern videotape equipment, students can quickly see the results of their individualized study.



A

A/ A course in *Fantasy Furniture* was one of the many selections students had of the academic offerings held on campus during the January Term. B/ Students in the elementary education program enjoyed creating special projects for their pupils.



B

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from a grant from a major foundation in recognition of the College's commitment to excellence in undergraduate teaching and from the College's own resources.

Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story was the subject of the motion picture made for television, "Journey From Darkness". Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. Three-quarters hold the doctoral degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.

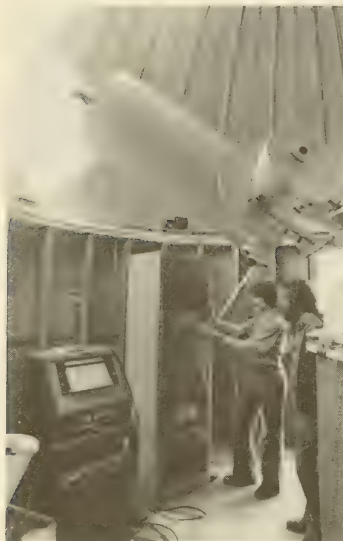


A



B

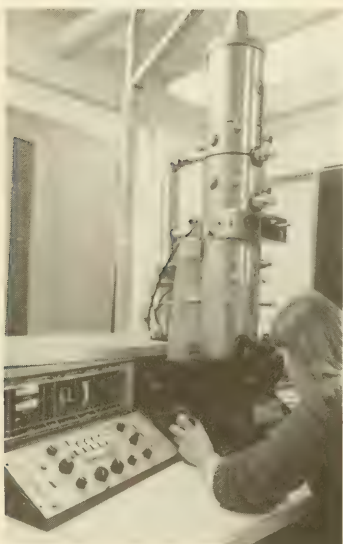
A/ Small groups of new students meet with members of the faculty during freshman orientation week.
B/ U.S. Congressman William F. Goodling was among the many distinguished visiting lecturers who met informally with students.



A



B



C



D

A/ A 16-inch Cassegrain telescope with cameras is among the equipment available for physics majors. B/ Brear Gymnasium was filled to capacity for the World Weightlifting event held on campus and later aired by ABC's "Wide World of Sports." C/ An electron microscope is used by advanced biology majors. D/ A modern computer center is available for student use in various disciplines.

Gettysburg's 200-acre campus and 43 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is Schmucker Memorial Library. Total library collections include approximately 236,000 volumes, 29,000 microforms, 12,000 government publications, 7,000 records, and subscriptions to 1,100 journals. A new multi-million dollar Library/Learning Resources Center is scheduled to be completed in 1981.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs 6700 computer which permits use in every major computer language to serve your educational needs. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have a powerful RCA EMU4 electron microscope so that students in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 12 fraternity houses, and 4 cottages provide you with variety in your housing choices. Eighty percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.



A

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a recently constructed field-house, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 12 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many other

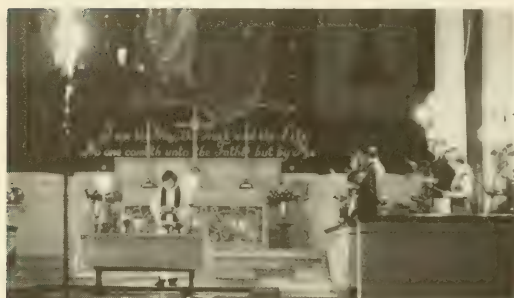


B

A/ A greenhouse allows biology students to experiment with rare and exotic plants. B/ Pennsylvania Hall, built in 1837, served as a hospital for both the Union and Confederate armies at the Battle of Gettysburg and is now on the National Register of Historic Places.



A



B



C

A/ The College Orchestra is one of many musical organizations which, offers culture events during the school year. B/ In addition to the Sunday morning service, the chapel programs includes an informal service on Monday evening, a Communion on Wednesday nights, and a brief service weekdays at 7:30 a.m. C/ The liturgical dancers add a special dimension to services held in Christ Chapel.

older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

A full and diverse program of cultural, extra-curricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Residential Life Commission is particularly important. Students play a vital role in the work of this Commission, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 12 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.



A



B



C

A/ *Heralding the arrival of the Christmas season is the annual Christmas Music Festival featuring the College and Chapel choirs.*
 B/ *A highlight of the Spring season is the student musical.* C/ *The Owl & Nightingale Players perform four major productions a year in addition to student-directed laboratory theatre plays.*



A



B

A/ Touring theatrical productions are brought to the campus by the Performing Arts Committee. B/ A "brown bag" luncheon concert in the Lyceum of Pennsylvania Hall attracts members of the faculty, administration, and staff. C/ The Marching Band, with over 100 members, performs for the half-time shows of the home football games.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, and a daily announcement sheet called "Potpourri." The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of 18 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, rifle, baseball, golf, and track and field. The teams in cross country, rifle, baseball, golf, and track and field are open to both men and women. In addition, there are separate women's teams in field hockey, volleyball, basketball, swimming, lacrosse, and tennis.

The College is a member of the College Division of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.



C

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The career services office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, graduate school catalogues, and information about fellowships for graduate studies. Employment interviews with companies are offered on campus; more important, however, the career services office gives training in how to find out about and apply for jobs wherever you may wish to work.

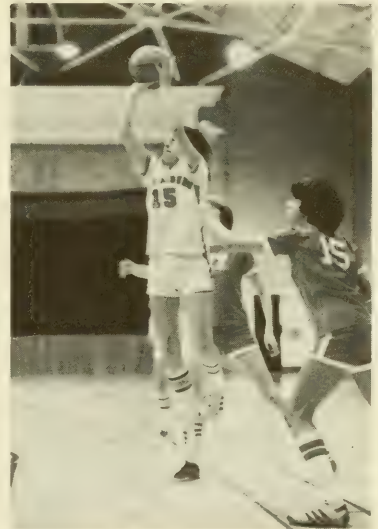
Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.



A



B



C



D

A/ President Charles E. Glassick presented trophies to the women's and men's swimming teams after they successfully defended the Little Three championships. B/ Soccer is one of 12 varsity sports in which male athletes can compete. C/ Basketball is one of 11 varsity sports open to women. D/ Gettysburg College has produced many All-Americans including wrestlers.

Admission to Gettysburg is on the basis of high academic attainment, evidence of ability to do good college work as indicated by aptitude tests, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by April 1. If you apply under the Early Decision Plan, you submit your application before November 15 of your senior year, and you will be notified of acceptance in early December.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$5910 for the 1979-80 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue can not give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.



A



B



C

A/ Graduation day, a time for smiles. B/ Freshman registration, a time for goofing. C/ An outdoor ox roast, a time for eating.



A



B



D



C

At the snow falls, students bundle up and enjoy it. B/ Many local charities benefit from fraternity and sorority projects including the Phi Gamma Delta's "Run for Cancer." C/ An old-fashion steam engine transported students to a football game against Dickinson College in Carlisle. D/ Pennsylvania Governor Dick Thornburgh, center, joined Mrs. Mamie Doud Eisenhower for the annual Eisenhower Society program held on campus in October. At right is Leroy Smith, president of the Gettysburg Travel Council.

A TWO-MINUTE LOOK AT GETTYSBURG

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington, D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the capital of Pennsylvania.

Enrollment: The College seeks to limit its enrollment to 1850 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 43 buildings.

Library: Total collections of 236,000 volumes, 29,000 microforms, 12,000 government publications, 7,000 records, and subscriptions to 1,100 journals.

Faculty: 137 full time with three-fourths having an earned doctorate or the highest earned degree in their field. Faculty are involved in many scholarly and professional activities, but high quality of teaching is the prime goal of the faculty.

Academic Calendar: 4-1-4.

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors.

Special Programs: Junior Year Abroad, India program, Washington Semester in government, Washington Economic Policy Semester, United Nations Semester, Merrill-Palmer Institute program in human development and family life, Harrisburg Urban Semester, cooperative programs in engineering or forestry, certification in elementary and secondary education, January Term internships, Reserve Officers Training Corps, and complete exchange of courses with the other two colleges of the Central Pennsylvania Consortium.

National Honor Societies: Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life: 12 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities: Student-run FM radio station; student newspaper; full range of musical groups including two choirs, two bands, and orchestra; dramatics; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally-known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 12 intercollegiate sports for men, 11 intercollegiate sports for women, 15 intramural sports for men, and 11 intramural sports for women and 3 coeducational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and four cottages. All residence halls except two (which were recently renovated) erected since 1950. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel. The Chapel Council, composed primarily of students, has major responsibility for planning chapel programs which range from traditional religious services to seminars on love, sex, and marriage, to social action programs in the community.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

GETTYSBURG



**Academic
Policies
and
Programs**

ACADEMIC PURPOSES OF GETTYSBURG COLLEGE

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.
2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.
3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and

employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.

The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiatives toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977

The Academic Policies and Programs of the College have a primary goal: to assist the student to obtain an excellent liberal arts education. The liberally educated student will be capable of exercising mature, rational judgments based upon information carefully gathered and analyzed. Such a student will be motivated to continue independently the quest for knowledge after completion of formal studies. The liberal education should foster and reinforce in students a high sense of intellectual, social, and ethical values.

THE HONOR CODE

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

CURRICULUM

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities.

Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow both completion of graduation requirements and substantial opportunity to choose electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin their specialization in the freshman year and follow a closely prescribed sequence of courses. Premedical, pre dental, or preveterinary students must begin fulfilling pre-professional requirements in the freshman year.

The ONE of the 4-1-4: January Term

A number of years ago, to improve conditions for teaching and learning at Gettysburg College, the faculty adopted the 4-1-4 calendar. This calendar divides the academic year into three terms: Fall, January, and Spring. During the fall and spring terms, each student takes four courses; during the January Term, each student takes one course.

The January Term offers both students and faculty a freedom not found in the other two terms. Because the student takes only one course and the faculty member teaches only one course, January Term frees both student and faculty member from the demands of other courses and departmental programs. Both are free to explore together a limited subject in some depth and to concentrate on one mutual interest. Faculty members from different disciplines, or even the same discipline, may arrange with greater ease than in the other terms to team teach a course. Because neither the instructor nor the student has to rush to another class or lab, both are freed from the tyranny of bells—from the traditional fifty minute period three days a week. They may schedule long class meetings, frequent or infrequent meetings, depending upon the nature of the course.

The January Term offers increased opportunities for teaching, studying, learning. Because of the flexible class schedule, faculty and students make greater use of off-campus facilities and situations for learning. Instructors may plan class trips to such places as the Museum of African Art, the National Cathedral, the Buddhist Vihara, the Supreme Court in Washington, D.C.; or to the State Correctional Institution in Camp Hill, Pa.; or to an open elementary public school in Baltimore County, Md. They may design courses in which students spend part of the term on campus in rather traditional learning situations and then spend the other part of the month in New York attending theater productions and talking to critics, or in Bermuda examining coral reefs and working in the laboratories of the Bermuda Biological Station for Research. They may also design a course which takes students to Cambridge, England, to study the British primary schools or to Paris to improve language skills.

Students have the opportunity to study as exchange students at other colleges or universities on the 4-1-4 calendar, to design individual research projects, to test their skills, knowledge, and interest in a practical situation by arranging an internship, to travel to a particular country or city to study a culture or particular historical artifacts. Or they may select one of approximately one hundred courses offered on campus. Examples of courses offered in January, 1979 include *The Literature of The First World War; Vibrations, Waves, and Music; The Practical Art of Clear Thinking; and Ancient Egyptian Hieroglyphics.*

Students are encouraged to explore the many options available to them during January and to take advantage of these opportunities for learning. During January, 1979, Gettysburg College students enrolled as exchange students at fourteen institutions. Students traveled to England, France, Spain, Italy, Germany, Russia, Cuba, and Mexico to study language, art, culture. To complete individualized research projects, Gettysburg students worked as far away as Puerto Rico and as close as the Gettysburg National Military Park; they studied in the American Museum of Natural History, collected data through the Adams County Board of Assistance, and analyzed tonal patterns of Baroque music in the computer center of Gettysburg College. Students held internships in diverse areas: in senate and congressional offices in Washington, D.C., in a television station, on newspapers, in banks, in a probation office, in hospitals, in public school classrooms, in accounting firms, in a women's center in London, England, and on an Indian reservation in Montana.

The January Term offers a change of pace in the academic year. It is a term which is both more relaxed and more intense than the other two terms. The expectations for the January Term are high. But like anything that affords freedom and opportunity, the January Term demands responsible use of time, ability, and facilities by both faculty and students if these expectations are met.

A January Term Catalogue is published every September. A copy of the most recent issue may be obtained from the Assistant Dean of the College who serves as Director of the January Term or from the Director of Admissions.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining college regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, or during the sophomore year, when a student chooses a major field of study, a member of the major department becomes his or her adviser and assists in the preparation of the sophomore schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Office of Career Services maintains a well equipped library and a wide selection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus.

A student wishing to change the major course of study must secure the approval of the department in which he or she is a major and the one in which he or she desires to major. Juniors and seniors making such changes should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

COURSE UNITS

Academic programs are divided into course units. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These course units should be equated to one semester hour.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including four January Term courses, plus 4 quarter courses in Health and Physical Education;
- 2) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

The requirements for the degree of Bachelor of Science in Music Education are found on page 36.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under Distribution Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 32). The departmental listings under Courses of Study (beginning on page 47) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the

same purpose. Note that some Interdepartmental Studies courses fulfill requirements in history/philosophy/religion or in literature.

- 1) Demonstration of proficiency in written English. Such proficiency is demonstrated by passing English 101. A student may be exempted from the requirement on the basis of scores on the Test of Standard Written English or a writing examination given on campus early in the fall term.
- 2) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the designated intermediate level course or courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one 300-level course.
- 3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.
- 4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.
- 5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish Literature.
- 6) Art, music, creative writing, or theatre arts: 1 course.
- 7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.
- 8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art	German	Philosophy
Biology	Greek	Physics
Business	Health and	Political Science
Administration	Physical Education	Psychology
Chemistry	History	Religion
Economics	Latin	Sociology and
English	Mathematics	Anthropology
French	Music	Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and October of the junior year. A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.

In addition to the major fields of study listed above, students may design a Special Major program which allows a student to design an interdepartmental concentration of courses that focus on particular problems or areas of investigation, which, though not adequately included within a single department or discipline, are worthy of concentrated study.

A *Special Major* is defined as a program of concentration in a field of study consisting of related courses in more than one department or in more than one major field of study. It shall consist of a minimum of eight courses, a substantial number of which should be on an advanced level.

Students interested in obtaining information about the Special Major and the procedures for declaring a Special Major are urged to consult with the Chairman of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than one week before the last day for entering a new course in the first semester of the applicant's junior year.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

Students proposing to complete graduation requirements at a time other than in May (in August, in December, or in January) must have their programs approved by the Academic Standing Committee through the office of the Dean of Students. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Students with the exceptions indicated in the following paragraphs.

The required quarter courses in health and physical education and the optional quarter courses in ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education activities in addition to the normal four course load during three terms of the junior and senior years.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any college course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

REGISTRATION

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

THE GRADING SYSTEM

Normally, courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing).

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale: A, 4; B, 3; C, 2; D, 1; and F, 0. A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record, but they are disregarded in the quality point average except in certain computations for honors.

The College also offers a Satisfactory/Unsatisfactory grading option. An S signifies satisfactory work and is given if a student performs at C level or higher. A U signifies unsatisfactory work and is given for D or F level work. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count towards graduation.

The only exception to the two course S/U limit per year is for seniors who are enrolled in either Education 475 or 477. These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (incomplete) is issued by the Dean of the College or Dean of Students when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Committee on Academic Standing extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do

not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

ACADEMIC STANDING

The Academic Standing Committee normally reviews student records at the end of each term. A student whose record is found to be unsatisfactory or who is failing to make satisfactory progress towards graduation, may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

TRANSCRIPTS

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

WITHDRAWAL AND READMISSION

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College, for whatever reason, must petition the Academic Standing Committee through the Office of the Dean of Students for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

TRANSFER CREDIT

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 37. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs).

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 131), or Achievement Test of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible (see also Freshman Seminar program below). In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

SENIOR SCHOLARS' SEMINAR

In 1974, the College introduced a special seminar for outstanding senior students. The seminar, IS 401, consists of one course in the senior's fall term plus one course in the senior's January term. The purpose of the seminar is to provide an opportunity for students of proven scholastic ability to participate in an interdisciplinary, problem-solving seminar concerning an issue which affects the future of man. Man is faced with crucial problems which threaten his existence and values. Among these problems are war and the nature of man, man's ability to alter his genetic make-up, the control of environmental degradation, and the development of undeveloped countries. Frequently, attempted solutions to these problems are based solely on technology, whereas a consideration of cultural, historical, and psychological aspects of the problem in addition to technology would provide a more satisfactory solution.

The seminar uses resource persons from on and off the campus. A work area is available for the participants, and they are expected to prepare a comprehensive report of their findings and recommendations. This report is published and distributed to interested persons.

During their junior year, students in the top quarter of their class are notified of their eligibility, and are invited to apply to participate in the seminar. The committee and the course director(s) select up to twenty participants from as many different academic disciplines as possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are required to register for non-credit, informal planning sessions with the course director(s) during the spring term of their junior year. The purpose of these sessions is to define further the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their senior year receive two course credits upon satisfactory completion of their work.

FRESHMAN SEMINARS

Offered each year during the fall and spring terms, the Freshman Seminar Program is designed to take advantage of the freshman student's enthusiasm in order to develop a capacity for independent analysis and synthesis in learning. The seminars are small in size (6-15 students) to stimulate lively participation and discussion between students and professors. Freshman students receive descriptions of seminars before fall registration. Examples of seminar topics offered in previous years include: The Future of Society and Man; Adolescence and Identity: A Study in Literature; The Last Great Cause: The Spanish Civil War; and History of Modern Western Thought. The excitement and satisfaction discovered by the student in these seminars should persist into subsequent years, and these early experiences may help the student prepare for more advanced seminars.

TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the Sophomore year is essential for all of these programs.

Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 or J9 (Social Foundations of Education - Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary, two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee of Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in art, biology, chemistry, physics, English, French, German, Latin, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, preferably in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year
 - Education 475 Elementary Student Teaching (2 courses)
 - Education 334 Corrective Reading
 - Education 309 Social Foundations of Education - Elementary

Student teaching (Education 475) consists of nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he or she completes two courses, Education 309 and 334.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.

The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the Fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
3. 12 courses in Music, as follows:
 - Music Theory
 - Music 141 (Theory I)
 - Music 142 (Theory II)
 - Music 241 (Theory III)
 - Music 242 (Theory IV)
 - Music 341 (Theory VI)
 - Music 342 (Theory V)
 - Music History and Literature
 - Music 312 (History of Medieval, Renaissance, and Baroque Music)
 - Music 313 (Music in Classic and Romantic Periods)
 - Music 314 (Music in the Twentieth Century)
 - Conducting
 - Music 205 (Choral Conducting)
 - Music 206 (Instrumental Conducting)
 - Applied Music
 - Music 456 (Senior Recital)
4. 5 courses in Music Education, as follows:
 - Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
 - Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
 - Music 474 (Student Teaching) (3 course units)
5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum
6. Electives and Certification Requirements:
 - Education 209 or J 9 (Social Foundations of Education)
 - Education 101 (Educational Psychology)
 - Plus a minimum of 3 other electives

7. 3 to 5½ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:
 - Major instrument—6 quarter courses
 - Piano—Approximately 4 quarter courses
 - Voice—2 quarter courses
 - Instrumental Techniques—7 quarter courses
8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.
9. The requirements for the Bachelor of Arts degree, listed on page 29.

The student in the Bachelor of Science program should consult with the Music Department as early as possible in order to arrange a four year program. In his or her freshman year he or she should schedule Music 141, 142; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, or religion; and a literature course. In the sophomore year the student should schedule Music 241, 242, and 312; two terms of a laboratory science; at least one course to fill a remaining distribution requirement if that has not been done earlier. In his or her junior year a student should schedule Music 341, 342, 205, 206, 313, 314; Education 209 (or J 9); and complete any remaining distribution requirements. In the senior year the student should schedule Education 101 (if not taken earlier); J 22 (Principles and Procedures of Teaching Music in Elementary School); Music 321. The Education Term (Music 474) and Senior Recital (Music 456) must be scheduled during the spring term. In each fall and spring term the student should schedule applied music.

Employment Prospects in Teaching. Of the 1978 graduates who sought teaching positions in elementary education eighty-two percent were teaching in the next school year; in music education eighty-eight percent; and in the secondary field one hundred percent.

Graduates of liberal arts colleges certified to teach voluntarily choose many avenues of endeavor after graduation; some go to graduate school, others enter business. The average salary for 1977 graduates reporting this information to the College was \$9576.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

OFF-CAMPUS STUDY

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty for individual courses, or for one or more terms. Off-campus opportunities also are provided through the Harrisburg Urban Semester. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Both credits and grades earned at a "host" college will be transferred to Gettysburg. Students may take a single course or enroll at the "host" college for a semester, or a full year. Interested students should consult the Registrar.

The Harrisburg Urban Semester The Harrisburg Urban Semester (THUS) is a comprehensive one-term investigation of urban studies.

Students enrolled in THUS earn a full term's academic credit while living in Harrisburg, Pennsylvania, and participating in a variety of academic, socio-cultural, and internship experiences. The course and internship structure is intended for students from all departmental backgrounds.

Each internship is specially planned to accommodate the educational, vocational, and personal goals of the individual participant. Internships are available in federal, state, county, municipal, private, and religious organizations. They range from environmental protection, prison and probation, drug rehabilitation, day care, the Pennsylvania state legislature, mental health, city planning, legal services, and community organization, through an almost endless list of urban related areas. Fees for THUS are the same as Gettysburg's Comprehensive Fee. Students already receiving any form of financial aid are eligible to have such financial assistance applied to the cost of the program. Interested students should consult Dr. Charles F. Emmons, Assistant Professor of Sociology and Anthropology, for further information.

India Program The India Program is a summer and fall program at the University of Mysore in India. Students attending this course may earn Gettysburg in-residence academic credit for a full term, concentrating on Indian language, history, culture, and sociology. Independent study and course work with professors at the University of Mysore may also be arranged. Students will be in India from mid-July to mid-December, studying at the University of Mysore and taking field trips throughout India. Credit earned will fall within the Gettysburg College 35 course requirement; every effort will be made to keep total fees, including travel, comparable to Gettysburg's own charges. The on-campus coordinators are Dr. Harold A. Dunkelberger, Professor of Religion, and Dr. Janet P. Gemmill, Lecturer in Interdepartmental Studies.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, executive officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. In addition to the regular Washington Semester program, related programs include the Foreign Policy Semester, the International Development Semester, and the Washington Urban Semester. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester

Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The course is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economy policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairman of the Department of Economics and Business Administration.

The United Nations Semester Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Juniors and seniors who have taken an introductory course in political science are eligible for nomination. Further information may be obtained from the Department of Political Science.

The Merrill-Palmer Institute The Merrill-Palmer Institute in Detroit, Michigan sponsors a junior year program in human development and family life. It offers flexible, intense, and specialized programs for students interested in anthropology, psychology, sociology, child development and education, urban and community studies, and other fields related to human services. Admission is based on the student's maturity and readiness to make use of the style and varieties of learning opportunity provided. Students may attend a full year, one semester, or for a specified course during the January Term. Interested students should consult the Dean of Students or chairman of the Psychology Department for further information.

Junior Year Abroad Qualified students may apply for permission to spend either their entire junior year or one term of their junior year abroad. The Office of the Dean of Students maintains a file of information on programs of study in Europe, Latin America, and elsewhere. During the first term of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 3.00 in the major. Junior year abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Dean of Students.

PREPROFESSIONAL STUDIES

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a statement, available through the Admissions and Counseling Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should consult as early as possible with a member of the committee; a list of the members is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or

veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests are taken. While most students who seek recommendation for admission to professional school major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following examinations: MCAT (medical), DAT (dental), VAT (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with an Assistant Dean of the College acting as chairman. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

With interested members of each entering class, the premedical committee chairman and members of the premedical committee discuss the requirements for admission to medical, dental, and veterinary schools and also alternatives to these careers. During the students' four years at Gettysburg, periodic meetings are held explaining the procedures which must be followed when seeking admission to the professional schools.

In the office of the Dean of the College a student may consult catalogues for various professional schools, as well as a collection of materials on allied health professions. Reference materials are available explaining programs in optometry, pharmacy, podiatry, physical therapy, public health, and health care administration. Also available are the medical and dental school admission requirements, and information on graduate programs in biology and health sciences.

Certified Public Accounting Preparation Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. A student interested in a public accounting career should see page 61 and contact Dr. William F. Railing, Chairman of the Department of Economics and Business Administration, as early as possible in his or her college career.

COOPERATIVE PROGRAMS

Engineering This program is offered jointly with Pennsylvania State University and with Rensselaer Polytechnic Institute. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program at Pennsylvania State, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science from Pennsylvania State in one of fifteen engineering disciplines. A student attending RPI under this program has the option of a 3-2, a 3-3, or a 4-2 program. These programs culminate in a bachelor's degree and, for the six year programs, a master's degree from RPI. RPI offers degrees in fourteen engineering fields.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Pennsylvania State or RPI during the fall term of the student's junior year. A student who receives a recommendation from the Physics Department is guaranteed admission into the engineering program at one or both of these universities.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J 33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101, Speech 101, and Economics 101-102. English 201 is also recommended. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer.

Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry The College offers a cooperative program with Duke University in the areas of environmental management and forestry. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Students a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are forest resource production, resource science, and resource policy and economics; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with any undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics, and physics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program Students may enroll in either a two-year or four-year Army ROTC program and be commissioned as Second Lieutenants upon graduation.

The Army program is normally completed during the four-year academic period and is available to both men and women. Students participating in the Army ROTC four-year program attend a six-week Advanced Camp at an active Army installation, usually between their junior and senior years.

The Army offers a two-year ROTC program for those students who, for some reason, did not enroll as freshmen. The basic requirement for entry into the two-year program is to have two academic years remaining, either at the undergraduate or graduate level. To become eligible to enroll in the Army ROTC two-year program, students must first complete a six-week Field Training course prior to entry.

All cadets who participate in Army ROTC are paid \$100 monthly during the last two years of the program. It offers, on a competitive basis, scholarships which pay full tuition and book expenses plus \$100 monthly.

SENIOR HONORS

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

DEANS' HONOR LIST

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

John M. Colestock Award The award, contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extra-curricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Keith Pappas Memorial Award Notation on a plaque in the Dean of Students Office and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Samuel P. Weaver Scholarship Foundation Prizes Prizes, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award The award is given to a worthy junior biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences through the middle of the junior year of college work.

Beta Beta Beta Provisional Award The award is given to a worthy biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences through the middle of the sophomore year.

C. E. Bilheimer Award The award is given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an accumulative average of 2.70 or better in his or her major.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in the Department of Economics and Business Administration and to a senior major in the Department of Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.

Psi Chi Award The award is given to senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Residential Life Commission Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the Wall Street Journal is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

GETTYSBURG

Courses of Study



Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

In general, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 29 and for a B.S. in Music Education at page 36. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

*Distribution
Requirements*

Foreign Languages

History/Philosophy/
Religion (This is in
addition to the dis-
tribution requirement
in Religion)

Literature

Art, Music, Creative
Writing, or Theatre Arts

Laboratory Science

Social Sciences

*Departments offering
courses that fulfill the
Requirement*

Classics, German and Russian,
Romance Languages

Classics, Interdepart-
mental Studies, History,
Philosophy, Religion,
German and Russian,
Romance Languages (some
courses in foreign language
departments are conducted in
English)

Classics, English,
Interdepartmental Studies,
German and Russian, Romance
Languages (some courses in
foreign language departments
are conducted in English)

Art, English, and Music

Biology, Chemistry, Physics

Economics, Political Science,
Psychology, Sociology and
Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion department. The requirement of proficiency in written English can be demonstrated by passing English 101. A student may be exempted from the requirement on the basis of scores on the Test of Standard Written English or a writing examination given on campus early in the fall term.

The required 4 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

ART

Professor Qually (*Chairman*)
Assistant Professor Paulson
Instructors Munie and Small

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses. Any course in art history may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 120, 141 and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121 and 141 in the freshman year. Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

A collection of more than 30,000 color slides supports the teaching of art history and studio classes. Students also have available a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY OF ART

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate how changes in the arts as social, political and even natural events have stimulated response in the style and function of painting, sculpture and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Mrs. Small

120 Theory of the Visual Arts

A course intended to give the liberal arts student a basic approach to visual experience, and to develop a vocabulary with which to communicate his or her sensory responses to the environment. This is not a chronological survey but a study of visual form, space, expression, meaning, and style relating to painting, sculpture, architecture, urban design, and film. Slide illustrated lectures, independent reading, visual presentations, and group discussions will provide the means for this study.

Mrs. Small

203 Italian Painting 1300-1600

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Particular attention will be given to Giotto, Masaccio, Piero della Francesca, Botticelli, Michelangelo, Raphael, Bellini and Titian for their importance to the development of painting and for the variety which they, and others, give to the Renaissance style. Lectures supported by color slides taken on location also provide an introduction to the understanding of visual form. Alternative years, offered Fall 1980.

Mr. Qually

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternative years, offered fall 1979.

Mr. Qually

206 European Painting 1700-1900

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political and philosophical climate. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch. Alternative years, offered Spring 1980.

Mr. Qually

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. *Prerequisite for art history majors: Art 206.*

Mrs. Small

215 History of Architecture and Sculpture

A historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Alternative years, offered fall 1979.

Mr. Paulson

**216 History of Modern Sculpture**

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternative years, offered fall 1980.

Mr. Paulson

217 History of Modern Architecture

A study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius and Corbusier toward creating new environments for contemporary society. Alternative years, offered spring 1980.

Mr. Paulson

219 American Painting

A survey of American painting from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Mrs. Small

220 Painting in America Since 1900

The course begins with a consideration of American responses to twentieth-century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

Mrs. Small

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment for sculpture.

By agreement with the student, the department may retain selected student work.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students during their undergraduate years.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Qually

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Qually

127, 128 Beginning Painting

An introductory course for non-majors, and for majors as an extension of drawing and design with, of course, emphasis on the important element of color. Designed to sharpen the student's visual responses, to increase an understanding of the relationship of form and space, and of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. *Prerequisites for studio majors:* Art 121, 141.

Mr. Qually

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors:* Art 121, 122.

Mr. Paulson

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Mr. Paulson

221, 222 Second Year Drawing

A continuation of 121, possibility of drawing the human figure, nude and clothed, individually and in group compositions. *Prerequisite:* Art 121.

Mr. Qually

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisites:* Art 127, 128.

Mr. Qually

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisites:* Art 131, 132.

Mr. Paulson

235, 236 Second Year Sculpture

The student will formulate and conduct a program of correlated studio projects entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisites:* Art 135, 136.

Mr. Paulson

321, 322 Third Year Drawing

Mr. Qually

327, 328 Third Year Painting

Mr. Qually

331, 332 Third Year Printmaking

Mr. Paulson

335, 336 Third Year Sculpture

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

Staff

BIOLOGY

Professors Barnes and A. R. Cavaliere
(*Chairman*)

Associate Professors Beach, Hendrix,
Schroeder, and Winkelmann

Assistant Professors Logan, Mikesell, and
Sorensen

Laboratory Instructors S. Cavaliere, E. Daniels,
M. Hinrichs, M. Packard, Price, and
H. Winkelmann

Courses in the Department are designed to provide a foundation in basic biological concepts and principles and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized Study and January Term courses unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major, and because of the unstructured nature of the biology curriculum, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the areas of botany, genetics, physiology, and zoology.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is strongly urged that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and calculus. Any deficiency should be rectified with Mathematics 107, 108 (Applied Statistics and Applied Calculus) or Mathematics 111-112 (Calculus of a Single Variable).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January Term course designated for this purpose.

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

This course is designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life; the structural organization within which these processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Cavaliere, Beach
and Staff

111 Introductory Biology: The Cell

An introduction to the principles and processes of cellular biology. Chemistry; structure and function of organelles; membranes; energy relationships; cellular aspects of genetics, differentiation and development. Three class hours and laboratory.

Messrs. Schroeder, Hendrix and staff

112 Introductory Biology: The Organism

An introduction to the principles relating to the adaptive biology of plants and animals; behavior; evolution; phylogeny; ecology. Three class hours and laboratory. Prerequisite: Biology 111 or permission of instructor.

Mr. Barnes and Staff

(Biology 111, 112 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories.

Mr. Winkelmann

205 Principles of Genetics

The principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory.

Ms. Logan

214 Biology of the Lower Organisms

Cellular and subcellular organization in viruses, bacteria, protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. Three class hours and laboratory.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

A synopsis of embryo-producing plants; covers primarily liverworts, mosses, fern allies, ferns and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

220 Physiology of Plant Growth and Development

The physiology of growth and function in vascular plants; the relationship between structure and function in plant systems; plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, general metabolic pathways. Three class hours and laboratory. Offered in spring of 1980.

Mr. Cavaliere

302 Anatomy and Morphology of Angiosperms

An anatomical approach to the study of higher plant structures; origin and differentiation of tissues and organs, environmental aspects of development, plant anomalies. Six hours a week in class-laboratory work. Offered in spring term of even-numbered years.

Mr. Mikesell

304 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms; extensive field work for collection of local flora; methodology and principles of related disciplines; e.g., plant geography, cytogenetics and numerical taxonomy. Offered in spring of odd-numbered years.

Mr. Mikesell

305 Ecology

The principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

308 Biology of the Fungi

Organization on the cellular and subcellular levels; culture techniques, morphology, physiology, reproduction and ecology; the relationship of fungi to human affairs—plant pathology, medical, economic and industrial mycology. Three class hours and laboratory. Offered in spring of 1979.

Mr. Cavaliere

313 Histology-Cytology

The structural organization to cells with special reference to the functional architecture of organelles; the cellular organization of human tissues and organs and the relationship of structure to function. Three class hours and laboratory.

Mr. Schroeder

315 Electron Microscopy

An introduction to the basic theory and practice of transmission electron microscopy using the RCA EMU4 electron microscope. Theory and practical techniques of tissue preparation including the use of the ultramicrotome. Introduction to interpretation of animal and plant ultrastructure. Lecture and laboratory by arrangement. Cost: approximately \$30.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Staff

320 Developmental Biology

A survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory.

Mr. Sorensen

323 Parasitology

An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. Three class hours and laboratory.

Mr. Hendrix

324 Vertebrate Zoology

An introduction to the systematics, distribution, reproduction and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, identification and preparation of specimens. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

327 Invertebrate Zoology

The biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on phylogeny. Six hours a week in class-laboratory work.

Mr. Barnes

330 Bacteriology

An introduction to the biology of bacteria: their morphology reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

340 Vertebrate Physiology

An introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time (3-7 hours per week) is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Chemistry 203, 204 or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry, including the relationship between protein conformation and biological activity; the structure and function of biological membranes; the generation and storage of metabolic energy and its regulation; the synthesis of macromolecular precursors; and the storage and expression of genetic information. *Prerequisites:* Chemistry 111, 112; Chemistry 203, 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

CHEMISTRY

Professors Fortnum, Rowland (*Chairman*), and Schildknecht
Associate Professor Parker
Assistant Professor Hathaway
Assistant Instructors Jackson and Rudewicz

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student regardless of the future career aspirations of that student.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, J 21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, or 112A. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity extensively.

The department's library is at the disposal of all students enrolled in chemistry courses. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the department. Many qualified upperclassmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, and secondary school teaching.

101 General Chemistry

For students planning to complete only two courses in chemistry and who may have had limited or no previous instruction in chemistry. The most basic chemical principles are illustrated along with their applications to modern living and especially to such areas as business, health, ecology, and social problems. Laboratory experiments and demonstrations include new techniques, properties and uses of a wide range of natural and synthetic materials. Three lecture hours and one laboratory afternoon.

Mr. Schildknecht

102 General Chemistry

The elementary chemistry of carbon compounds, radiation and nuclear chemistry are emphasized with their impact upon medical sciences, agriculture and energy problems. Laboratory work includes identification of useful inorganic and organic substances by solution, chromatographic and instrumental techniques. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Schildknecht

111 Fundamentals of Chemistry

An introduction to current thoughts and practice in chemistry. Lectures deal with theories of bonding, geometry in chemical species, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric, gravimetric, and some simple spectrophotometric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker and Staff

112 Fundamentals of Chemistry

Kinetics and mechanisms of reactions, equilibrium, and electrochemistry are discussed in some detail. Electromagnetic radiation and crystal field theory and other theories of complex formation are studied to introduce aspects of molecular geometry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Parker and Staff

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, equilibrium, electrochemistry, and crystal field theory are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker and Mr. Fortnum

203 Organic Chemistry

A study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

An extension of the study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides, and enzymes. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory afternoon.

Mr. Rowland

J 21 Chemical Applications of Spectroscopy

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

The principles of thermodynamics and kinetic theory are applied in the study of the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions and laboratory exercises. The computer is utilized as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus (usually Math 211 or 212). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Theories of chemical kinetics, quantum mechanics and statistical thermodynamics are introduced and their applications to chemical systems are studied through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Modern instruments are utilized in the study of chemical analysis. Topics include electroanalytical methods, quantitative spectroscopy, chromatography, and radiation chemistry. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Fortnum

353 Advanced Organic Chemistry

A detailed analysis of structure and mechanism in organic systems is covered. Topics include qualitative and quantitative aspects of conformational equilibria, symmetry rules governing pericyclic reactions, and the use of spectroscopy in the study of organic mechanisms and reactions. Extensive readings in the current chemical literature are commonplace. Laboratory work involves advanced syntheses, quantitative organic analyses, and qualitative and quantitative uses of spectroscopy. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Ms. Hathaway

373 Advanced Inorganic Chemistry

Topics include boron chemistry; valence bond, crystal field, and molecular orbital theories; and coordination chemistry. In addition to studying the stereochemistry and reaction mechanisms of coordination compounds, group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 306. Three lecture hours.

Mr. Parker

462 Individualized Study, Research

An independent investigation in an area of mutual interest to the student and a faculty director. The study normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in research should submit a written proposal to the department for approval at least four weeks before the last day of classes of the term preceding the term in which the course is to be taken. *Prerequisites:* Permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

CLASSICS

Professor Pavlantos (*Chairman*)

Assistant Professors C. R. Held and Parks

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations. Through knowledge of the past, students can be freed from a preoccupation with the present.

Requirements for a major in Latin: 9 courses beyond Latin 101, 102, including Latin 251 and 312. Requirements for a major in Greek: 9 courses beyond Greek 101, 102 including Greek 251.

In both Greek and Latin the intermediate (201, 202) course, or its equivalent, is a prerequisite for all higher-numbered courses.

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 311, 401, Greek 203, 204, 301, 302, 303, 304, 305, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other two member colleges - Dickinson, and Franklin and Marshall - share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

GREEK

101, 102 Elementary Greek

An introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Greek is not required. Offered 1978-79.

Mrs. Pavlantos

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisite*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

301 Homer

Selections from the *Iliad* and *Odyssey* are read with examination of syntax and style. Supplemental reading in English. Offered 1979-80.

Mr. Parks

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.

Mrs. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Offered 1979-80.

Mr. Held

306 Greek Oratory

Selected orations of Demosthenes and Lysias are studied. Offered 1979-80.

Mr. Held

Individualized Study

Staff

LATIN

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Mr. Parks

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Latin is not required. Offered 1979-80.

Mrs. Pavlantos

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite*: two years of secondary school Latin or Latin 101, 102.

Mr. Parks

203 Roman Prose

Selections from Roman prose writers. Intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Mr. Parks

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Offered 1978-79.

Mr. Held

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Mr. Parks

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Supplemental readings in English. Offered 1978-79.

Mrs. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper. Not offered every year.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin. Includes a thorough grammar review. Offered 1979-80.

Mrs. Pavlantos

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Offered 1979-80.

Mrs. Pavlantos

Individualized Study

Staff

CLASSICAL LITERATURE IN TRANSLATION**262-266 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major, but may count toward a major with the consent of the department.

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1978-79.

Mrs. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1979-80.

Mrs. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1980-81.

Mrs. Pavlantos

**ECONOMICS AND BUSINESS
ADMINISTRATION**

Professor W. F. Railing (*Chairman*)
Associate Professors Baird, Fender, Gemmill,
Hill, and Williams
Assistant Professors Gondwe, and Niiro
Instructors Cavalluzzo, Griffith, Lewis,
Patterson, Shrager, and Siegel
Lecturers Cerasa, Doherty, Henderson,
Kapoor, Katzman, Laudeman,
Raffensperger, J.M. Railing, Robert, and
Schlegel

The Department offers a program designed to produce an understanding of economic theory and economic institutions, and to provide students with the specialized tools and knowledge required to analyze the important economic issues in human society. Theoretical and applied courses are offered which meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business or government. Fundamentals rather than techniques are stressed.

A student may select either economics or business administration as a major field. Economics is the social science which is concerned with the study of the operation of various types of economic systems. An economic system is the means whereby human societies answer the important economic questions facing them, such as how to allocate scarce resources efficiently, how to maintain economic stability, how to foster economic growth, and how to distribute the fruits of economic activity equitably. Business administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm or other organizations.

Minimum requirements for students majoring in economics are: Economics 101-102, 153, 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352. Majors in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 366, and to select three courses from the following: Economics 154, one advanced course in

accounting, 351, 352, 361, 363, 365, and 367. In addition, the Department recommends that its majors take Mathematics 165. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two statistics courses covering essentially the same material. Therefore, a student who has taken Mathematics 107 or Sociology 302, 303 *prior to* declaring a major in economics or in business administration will not be required to take Economics 241, but will be required to take another course in the Department, selected in consultation with Dr. W. F. Railing, to replace Economics 241.

During the first two years of residence, all students who intend to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements.

Economics 101-102 is a prerequisite for all courses offered by the Department except Economics 153, 154, 253-254, 310, 353-354, 355, 356, 363, 364, and 373-374. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Therefore, a student who majors in business administration or in economics and concentrates in accounting at Gettysburg College will not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the

following courses are included in his or her program: Economics 153, 154, 253-254, 305, 363, 364, 367, and at least four of the following: 353-354, 355, 356, and 373-374.

Gettysburg College is one of a relatively small number of colleges and universities selected by the Small Business Administration (S.B.A.) to participate in the Small Business Institute Program. Through this program, a small business client of the S.B.A. may request assistance from the S.B.A. in order to attempt resolution of a business-related problem which it has encountered. Such requests are then submitted by the S.B.A. to the participating college in the area. Students enrolled in the Small Business Institute Program, under the guidance of a supervising faculty member, are then dispatched to study and analyze the firm's problems and, where possible, to recommend a course of action designed to resolve the problem. In this way, the client firm receives assistance while the student participants gain valuable practical experience to complement their formal classroom training.

Enrollment in the Small Business Institute Program is voluntary and is limited to majors in the Department of Economics and Business Administration. To be eligible for enrollment in the Program, students must have completed at least the following courses: Economics 101, 102, 153, 361 and 366.

The course offerings which constitute the Small Business Institute Program are Economics 381 and Economics 402. Economics 402 is that portion of the Program in which students are sent out to assist S.B.A. client firms. Both courses are offered during the fall and spring terms. Economics 381 must, however, be successfully completed before the student may be admitted to Economics 402.

Students planning to seek admission to the Small Business Institute Program are cautioned to plan their schedules carefully. Economics 381 and Economics 402 do not count toward satisfaction of the ten course minimum requirement for a major in the Department. In addition, students planning to take Economics 402 in the fall semester of their senior year must complete the prerequisites for it (including Economics 381) by the end of the spring term of their junior year. Students planning to enroll in Economics 402

during the spring term of the senior year must complete the prerequisites for it by the end of the fall term of their junior year. For additional information, students should contact Dr. Railing.

The Department also offers an Economics and Business Administration Internship (Economics J 96) during the January Term for well-qualified senior majors. The internship involves an education-employment experience in either economics or business administration with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 38 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 400 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

101-102 Principles of Economics

The purpose of these courses is to give the student a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. The courses deal with topics of neoclassical, Keynesian, and post-Keynesian economics, such as national income, employment and growth, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgments on public policy issues.

Miss Cavalluzzo, Mrs. Fender, Messrs. Gemmill, Griffith, Kapoor, Niiro, W.F. Railing, Schlegel, Shrager, Siegel, and Williams

153 Financial-Managerial Accounting

The primary objectives are to have the student grasp the overall usefulness of accounting to management and other interested parties, and to understand and use typical accounting reports of both the internal (managerial) and external (published) types. Special emphasis is placed on the role of accounting in managing economic units by analyzing and interpreting financial statements. The subject matter is presented largely from the point of view of the user, rather than the producer, of economic information. Offered during the fall and spring terms.

Mr. Baird, Mrs. Cerasa, Mr. Laudeman, and Mrs. Lewis

154 Fundamentals of Accounting Theory

A more detailed study of the process of identifying, measuring, recording, classifying, and summarizing economic information for single proprietorships, and corporations. Topics covered include the worksheet, special journals, electronic data processing, payroll, interest, investments, and cost accumulation, including its control. The subject matter is presented largely from the point of view of the producer, rather than user, of economic information. Offered during the fall and spring terms. *Prerequisite:* Economics 153.

Mr. Baird, Mrs. Cerasa, and Mrs. Lewis

177 Introduction to Business-Oriented Computer Programming

The purpose of this course is to give the student an introduction to computers and the use of a business-oriented programming language. Topics to be covered include basic computer concepts, the representation of data and information, storage concepts and devices, input-output concepts and devices, file organization and the retrieval of data from tape and disk storage devices, problems of file maintenance and file updating, and the COBOL programming language with emphasis on the use of the language in the solution of business problems. The topics are presented in such a way as to give a basic foundation to those who wish to pursue more advanced business-oriented data processing studies.

Mr. Katzman

241 Introductory Economics and Business Statistics

The purpose of this course is to introduce the student to statistical techniques and quantitative analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis, the normal distribution and applications; Chi-square applications; probabilities based on the normal distribution, the binomial distribution, and the Poisson distribution; sampling; inference theory and its application to decision-making; and linear regression and correlation. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 302, 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

This course introduces more advanced statistical theory and its application to economic and business problems of analysis and forecasting. It includes nonlinear regression and correlation; multiple regression and correlation; Chi-square tests; variance analysis; index numbers; and time series and their decomposition as to trend, cyclical, seasonal, and irregular components. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce, the input-output analysis, flow of funds analysis, and national balance sheets. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Messrs. Gondwe and W.F. Railing

245 Intermediate Microeconomic Theory

An advanced study of the partial equilibrium theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; general equilibrium; welfare economics; and linear programming. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Miss Cavalluzzo, Mrs. Fender, Mr. Griffith, and Mr. Hill

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite:* Economics 153, 154.

Mr. Patterson

301 Labor Economics

A study of the economic aspects of the employer-employee relationship from the viewpoint of employer, employee, and the public is presented. Discussions of contract determination; labor movements, problems and legislation; union organization and behavior; and labor-management relations are included. *Prerequisite:* Economics 101-102. *Recommended:* Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory, and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite:* Economics 101-102.

Mr. Gemmill

305 Public Finance

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of government debt in the United States are also studied. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

310 Cultural, Social, and Physical Geography

The first half of the course is a survey of the physical environment to acquaint the student with the elements and interrelationships of the atmosphere, the hydrosphere, and the lithosphere. The second half of the course is a systematic and regional study of the habitable earth with emphasis on latitudinal position, the climatic and demographic resource limits: fauna and flora distributions; and the superimposed involvement of cultural, economic and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools.

Mr. Hill

324 Comparative Economic Systems

This course is concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic problems. Particular emphasis is laid on the economic, nationalist, and socialist criticisms of this type of economic thought; historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite:* Economics 101-102.

Mr. Gondwe

336 International Trade

An examination of the pure theory of international trade. Topics to be discussed include the emergence of the modern views on trade, the reasons for and the gains from trade, factor price equalization, tariffs, quotas, and customs duties. Emphasis will be placed upon the application of basic economic tools and concepts to problems in the area. *Prerequisite:* Economics 101-102. Please note that students who have previously taken International Economic Development and Trade may not take this course for credit.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development will be covered. Various theories of economic growth and development will be analyzed and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

This course is designed to introduce the student to the application of calculus and matrix algebra in economic theory, economic measurement, and business administration, and to enable him or her to carry theory from economic into mathematical terms and *vice versa*. Readings in the economic and business literature, and problems will be assigned. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mrs. Fender and Mr. Niiro

352 Introduction to Econometrics

This course is designed to introduce the student to the applications of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, Mathematics 358.

Mr. Niiro

353-354 Cost Accounting

The study of physical and monetary input-output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisites:* Economics 153, 154. Alternate years, offered 1979-80.

Mr. Patterson

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Economics 153, 154. Alternate years, offered 1978-79.

Mr. Patterson

356 Federal Taxes

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on the researching of tax problems through use of loose-leaf tax services. Some work on the preparation of returns is also included. *Prerequisites:* Economics 153, 154. Messrs. Patterson, and Raffensperger

361 Marketing Management

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

Messrs. Doherty and Robert

363 Business Law I

The purpose of Business Law I is three-fold: (1) to introduce the student to the American judicial system, (2) to make the student aware of how legal disputes can occur, and (3) to help prepare the student for the Business Law Part of the Certified Public Accounting Examination. An overview of the historical development of law, the sources of law today, and criminal and tort laws are presented. The law of contracts is then explored in depth. Civil procedure and the court systems as well as secured transactions are also fully discussed. Offered during the fall and spring terms.

Mrs. J. M. Railing

364 Business Law II

This course is a continuation of Business Law I. The student is given further preparation for the Business Law Part of the Certified Public Accounting Examination. Among the topics covered are commercial paper, employment, principal and agent, partnerships, corporations and estates. *Prerequisite:* Economics 363.

Mrs. J. M. Railing

365 Personnel Management

The changing nature of the management commitment and the essential techniques, attitudes, and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making process as it affects the individual and the organization, as well as the central importance of the individual in the organization. The place of character and personality, and a sense of individual and social responsibility are also stressed. *Prerequisite:* Economics 101-102.

Mr. Williams

366 Business Management

The language background, and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied, and further consideration is given to the contribution of behavioral and management sciences in treating the organization as a complex interrelated system. The attributes of good administration and administrative practices are emphasized. The decision-making process and the place of the computer in modern management are considered. The key position the professional manager holds in the firm or any other organization and in the economy is stressed. The importance of a professional attitude is introduced. The organization is presented as the preeminent user of people, and of knowledge through people, as a major managerial and social responsibility. *Prerequisite:* Economics 101-102.

Mr. Williams

367 Business Finance

An introduction to the principles, practices, and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate firm. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure, and reorganization. Emphasis is upon the application of economic theory and basic decision theory to the financial problems and practices of the firm. *Prerequisite:* Economics 101-102.

Mr. Gemmill

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Economics 253-254. Alternate years, offered 1978-79.

Mr. Baird

378 Business Data Processing Systems and Management

The purpose of this course is to give the student an understanding of the technical and management facets of business data processing. Topics to be covered include basic concepts of systems analysis and design, systems for business decision-making, the organizational aspects of data processing, project justification, authorization and control, performance evaluation, equipment selection considerations, and contractual and negotiation alternatives. The topics are presented from the viewpoint of those who will be future users of data processing equipment and services, especially those who may be in a management position requiring an understanding of data processing. *Prerequisites:* Economics 101-102, 153, 177 and Economics 241 or Mathematics 107. *Recommended:* Economics 366.

Mr. Katzman

381 Small Business Management

This course provides practical tools in principles and procedures of small business management. Emphasis is placed on the entrepreneur in starting and effectively operating an organization within the unique environment peculiar to small businesses. Case studies will be utilized to evaluate the interrelationships between numerous business functions of the entire firm. *Prerequisite:* Economics 101-102, 153, 361, and 366.

Mr. Doherty

400 Senior Seminar

Open to senior majors with the consent of the Department. Research papers on contemporary economic and business problems are prepared and discussed. Seniors must take this course to qualify for Departmental Honors.

Mr. Gemmill

402 Management Practicum

This course offers students the opportunity to apply the concepts to which they have been exposed in earlier courses by engaging in the practical application of business theory. Students will either assist local small business firms in improving their operations or engage in directed independent field research of a business problem. *Prerequisite:* Economics 101-102, 153, 361, 366, and 381.

Mr. Doherty

Individualized Study

Well qualified students may pursue topics of an advanced nature, through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairman. Offered during the fall and spring terms.

Staff

EDUCATION

Professor Rosenberger (*Chairman*)
 Associate Professors J. T. Held and Packard
 Assistant Professor J. Slaybaugh
 Lecturers K. Ciolino, Deaner (*part-time*),
 N. Slaybaugh (*part-time*)
 Supervisor of Elementary Teachers Harvey

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 34 to 37.

201 Educational Psychology

The development of the individual and the development of psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

209 Social Foundations of Education — Secondary

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Study of secondary curricular programs. Sophomore year course. Psychology 101 recommended as background.

Mr. Rosenberger

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching—learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Education 201. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

The secondary subjects are: biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 201.

Mr. Packard and Special Instructors

309 Social Foundations of Education — Elementary

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American education systems, and the relationship of the modern school to society. Elementary teacher education students enroll for this course during the Education Term.

Mr. Packard

328 Principles of Guidance

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 201.

Mr. J. T. Held

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 201.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Includes a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems. Elementary education students enroll for this course during the Education term. *Prerequisite:* Education 331.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

Each member of this seminar will undertake a teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Elementary or Secondary Education Program. Students should register for Education 411 in the Fall or Spring term prior to their Education Term.

Staff

475 Student Teaching — Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 306, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the Spring Term.

Messrs. Slaybaugh, Rosenberger, Packard
and Ms. Harvey

477 Student Teaching — Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the Spring Term.

Messrs. Rosenberger and J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, (J 18) is listed under the Mathematics Department.

ENGLISH

Professors Baskerville, Clarke, Geyer
(*Chairman*), Lindeman, Pickering, Schmidt,
and Stewart

Associate Professors Bolich, Fredrickson,
Locher, McComb, and J. P. Myers
Assistant Professor Hertzbach

Lecturers Guise, Hartzell, Hogan, E. Jones,
and Schwartz

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in teaching, publishing, law, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The Department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The Department offers two types of major: a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama.

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153, and IDS 103 normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
A. English 331, 332, 334, 337, 338
B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

Majors in English should choose their two remaining electives from the following: English 218, 219, 225, 323, 324, 328, 329, 351, 352. English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Major in Theatre Arts and Drama In addition to English 151, 152 and IS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366.
- III. Electives (3 courses): Any of the above-listed Theatre Arts and Drama courses and/or any of the following: Theatre Arts 252, J 3, J 95. Speech 220, 301, 303. A course in Dance.

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the fall term of Literary Foundations of Western Culture (IS 103). Working with the chairman of the English Department, each elementary education student will design a major program, following as closely as possible the department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 301 or 302 and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204, and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the college distribution requirement in literature. Theatre Arts 203, 204, 252 and English 205, 206 may be used to fulfill the college distribution requirement in art, music, creative writing, or theatre arts.

101 English Composition

Aims to develop the student's ability to express himself or herself in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated in the spring term.

Staff

110 Introduction to Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. Attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. With chief emphasis on American and British works, the course gives the student a foundation for deeper understanding of literary works written in his own language. Prerequisite for non-majors for all other literature courses in the Department. Fulfills one semester of the distribution requirement in literature.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis and students will write several short critical papers each semester.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics.

Messrs. Fredrickson and Locher

201 Advanced Composition

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Mr. Pickering

203 Journalism

This is a general introduction to the field of journalism. Students will spend most of their time practicing the techniques of writing news copy, feature, sports, and editorial articles; composing headlines, doing make-up, and essaying their talents at copy reading and rewrite. The class will spend as much time as can be arranged visiting local newspaper and printing plants and interviewing professional journalists.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth century (218) and nineteenth century (219). English 219 offered 1979-80.

Mr. McComb

225 The Golden Age of English Drama

Somewhat overshadowed by the genius of Shakespeare, the achievement of other dramatists during the English Renaissance is nonetheless outstanding in its own right. After some attention to the beginnings of the drama in the Middle Ages, this course will study such writers as Marlowe, Jonson and Chapman in order to assess the literary importance of Shakespeare's contemporaries. Alternate years, offered 1979-80.

Mr. Myers

226 Introduction to Shakespeare

Designed for students not majoring in English, this course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from term to term and may include some of the following: Creativity and the Unconscious, Woman as Literary Artist, The Gothic Tradition, American Humor, the 1920's, The Short Novel in America, Satire. Designed primarily for the nonmajor, but may be counted toward the major. Fulfills distribution requirement in literature. With the consent of the department, a student may take this course more than once. Open to freshmen.

Staff

301 Introduction to Linguistics

This course attempts a systematic but largely non-technical survey of major aspects of language. Emphasized are the structure of modern English, semantics, and the nature and development of social and geographical dialects. The course aims at enhancing the student's understanding of the complexity of language and its profound significance in human life.

Mr. McComb

302 History of the English Language

The purpose of this course is to provide a historical understanding of the vocabulary, the forms, and the sounds of the language from the Old English/Anglo-Saxon periods through the twentieth century. Class time is spent in developing an elementary reading knowledge of Old and Middle English so as to deal effectively with those laws that govern the development of English sounds—i.e., Grimm's and Verner's Laws through the Great Vowel Shift.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

The development of American Poetry from Anne Bradstreet to William Carlos Williams will be studied. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1900 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Cary and others will be included.

Messrs. Fredrickson and Geyer

328, 329 Twentieth Century Drama

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others. Alternate years. Offered 1980-81.

Mr. Schmidt

331 Mediaeval Literature

A sketch of the development of Western literature from the Patristic age through the Carolingian revival precedes a careful study of the twelfth century literary renaissance. Certain major subjects are always included in the course: Anglo-Saxon poetry, Middle English lyrics and metrical romances, the Arthurian legend, Courtly Love, the Tristan and Isolde story, and the Grail legend. If time permits, other major works will be studied.

Mr. Baskerville

332 Mediaeval Narrative

Beginning in late Classical times, the course will sample the forms of Mediaeval Narrative with particular emphasis on Chaucer's contemporaries in the Fourteenth Century and on the works of Thomas Malory.

Mr. Pickering

334 Renaissance Literature

Selected works of Pico della Mirandola, More, Machiavelli, and Castiglione are read in order to provide a background in basic Renaissance ideas and attitudes. The course then concentrates on the development of these ideas and attitudes in English writers like Daniel, Drayton, Marlowe, Shakespeare, and Sidney, and finally Spenser, whose works are used to summarize the highest achievement of the English Renaissance in non-dramatic literature.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, and thought of the period extending from the last years of Elizabeth to the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan; the remainder of the course will be devoted to the works of Milton, studying both his development as a poet and his relation to his age.

Mr. Lindeman

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose and poetry written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, and Johnson and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry, prose, and selected drama with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Wilde, and the Art for Art's Sake Movement.

Mr. Geyer

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") is the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

By means of a careful analysis of language, characterization, and structure in each of the numerous plays considered, this course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the early plays through Hamlet and Troilus and Cressida; the spring term upon the later plays.

Mr. Myers

400 Senior Seminar

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

Staff

Individualized Study

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for individualized study must be made in advance of registration. Repeated in the spring term.

Staff

THEATRE ARTS

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

203, 204 History of the Theater

A survey of the theatre from the primitive to the present. Attention will be devoted to the continuity of theater throughout the ages, with particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part. The fall term is devoted to theatre of the Primitive, Egyptian, Greek, Roman, Medieval, Elizabethan, Spanish, Renaissance periods, as well as to the Oriental theatre. The spring term is concerned with the Italian Renaissance (including *Commedia dell'Arte*), French Neoclassical, Restoration, Eighteenth Century, Nineteenth Century, American and Modern periods. Alternate years. Offered 1979-80.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and the technique of the art of the actor; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis.

Mr. Schmidt

252 Studies in Film Aesthetics

Through a study of historically significant films, film theory and criticism, this course aims to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1980-81.

Mr. Fredrickson

301 Play Production

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

Mr. Schmidt

310 Directing

The study of the theory and technique of the art of the director; the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and the technique of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization. Acting techniques in periods other than our own will be studied and employed in a series of scenes. These periods include Classical Greek, Italian Renaissance, Elizabethan, and Restoration, and will include work in both comedy and tragedy. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor.

Mr. Schmidt

SPEECH**101 Public Speaking**

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

Mr. Bolich

201 Advanced Public Speaking

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of the public address as an art form. *Prerequisite:* Speech 101.

Mr. Bolich

220 Mass Communication

A study of radio, television, and motion pictures and impact on society. Considerable attention will be given to the silent films.

Mr. Bolich

301 Voice and Diction

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

Mr. Bolich

302 Argumentation and Discussion

An introduction to the principles of argumentation. The discovery, selections, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

Mr. Bolich

303 Oral Interpretation

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

Mr. Bolich

304 Radio Speech

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

Mr. Bolich

**GERMAN AND RUSSIAN LANGUAGES
AND LITERATURES**

Professor Schneider (*Chairman*)

Associate Professor Crowner

Assistant Professors G. Collier, McCardle, and Ritterson

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian peoples and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 211, 212, 301, 302, 321, 322, and three courses from those numbered 213, 323, 324, 325, 326, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

**FRENCH — SEE ROMANCE LANGUAGES
AND LITERATURES**

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least one German literature course in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Distribution Requirements The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, Russian 119, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy or religion and, with the consent of the History Department, toward a history major: German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

A study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. Schneider

213 Survey of German Culture Since 1945

A study of the culture, society and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings in both critical/analytical and literary works. A knowledge of German is not required. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. McCardle

*German Literature***119, 120 German Literature in Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. Accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).
Staff

321, 322 German Literature of the Eighteenth Century

A study of German literature of the Enlightenment, Storm and Stress, and Classicism, with special emphasis on Lessing, Schiller and Goethe. Critical reading and analysis of representative works. Outside reading and reports.

Mr. Schneider

323, 324 German Literature of the Nineteenth Century

A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports.

Staff

325, 326 German Literature of the Twentieth Century

A study of German literature from 1870 to the present with emphasis in the fall term on writers of Naturalism, Impressionism, and Expressionism, and in the spring term on post World War II writers. Critical reading and analysis in class of representative works. Outside reading and reports.

Mr. Crowner

328 Goethe's Faust

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Mr. Schneider

400 Senior Seminar

Intensive study of selected aspects of German language, literature and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the department.

RUSSIAN**101, 102 Elementary Russian**

The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

Mr. Collier

119 Russian Literature in Translation

A reading of representative works in the areas of the novel, drama, and poetry. The works will be studied from the standpoint of ideological and philosophical themes as well as from the standpoint of aesthetic and literary values. Although there will be an emphasis on some of the great works of the nineteenth century, there will also be selections from more recent times. Counts toward the distribution requirement in literature.

Mr. Collier

201, 202 Intermediate Russian

This is a continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

Mr. Collier

409, 410 Individual Readings in Russian

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Mr. Collier

GREEK — SEE CLASSICS

HEALTH AND PHYSICAL EDUCATION

Professor Haas

Associate Professors Biser, Hulton, Hummel,
Kenney, Shoemaker, and Wescott
(Chairman)

Assistant Professors Bowers, Donolli, Reider,
Rost, and Schlie

Instructors W. Miller, J.A. Myers, and Rahn
Coaches Conway, Nesbitt, Orndorff, Seybold,
R. L. Smith, Streeter, Trainor, Wildasin, and
Wright

The general aim of this Department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence, and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in college and in later life.

Four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One quarter term of study is required from each of the following four groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit
through proficiency testing)

Group II AQUATICS

HPE 113 Swim I (non-swimmers)
115 Swim II
117 Advanced Lifesaving
119 Water Safety Instructor

120 Endurance Swim Club
122 Synchronized Swim
124 Swimnastics
126 Water Polo
128 Diving

Group III FITNESS

HPE 131 Body Conditioning
133 Weight Training

134 Field Hockey
136 Team Handball
138 Track and Field
140 Jogging Club
142 Aerobics
144 Judo I
146 Judo II
148 Self-defense
150 Gymnastics
152 Soccer
154 Basketball
156 Speedball

Group IV RECREATIONAL SKILLS

HPE 161 Contracts (Individualized Program)
163 Horsemanship I*
165 Horsemanship II*
167 Riflery*

166 Golf I
168 Tennis I
170 Tennis II
172 Volleyball I
174 Volleyball II
176 Badminton
178 Archery
180 Fencing
182 Bowling*
184 Touch Football
186 Softball
188 Handball
190 Paddleball
192 Racquetball
194 Modern Dance I
196 Modern Dance II
198 Folk and Square Dance

In Group I freshman and transfers may take a proficiency test in health. If passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken.

*Requires extra fee

In each of the other three groups, the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken during the same term are the equivalent of a full term. The four group requirements may be taken in any sequence.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105 Health Science in Group I.

The Department also offers an approved teacher training program for men and women. Prospective majors in Health and Physical Education should schedule Biology 111 or 101, 112 or 102, and HPE 112 during their freshman year. For the prospective secondary school teacher the Department cooperates in offering Ed 304 Techniques of Teaching and Curriculum in Secondary Health and Physical Education.

Required for a major are the following courses: the seven Major Skills courses, 112, 209, 211, 214, 317, 318, 320, 325, 332, and 400. Professional education courses required are Ed 101 or J 1 Educational Psychology, Ed 303, Ed 304, Ed 309 or J 9 Social Foundations of Education, and Ed 477.

Non-majors who wish to become teacher-coaches are advised to take the following courses which will aid in their future coaching certification: HPE 214, 317, 318, 340 or J 25 Sociology of Sport, J 27 Coaching of Football, Baseball, and Their Ramifications, and J 34 Organization, Administration, and Coaching of Basketball and Wrestling.

In addition to the required programs in health and physical education and the major programs, the Department offers extensive voluntary programs in intramural sports and in inter-collegiate athletics for both men and women.

There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registrations, or, for majors in that department, for the required quarter courses in the junior and senior years. Quarter courses beyond these limits will cost a student \$100 per quarter course.

101, 102, 201, 202, 301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, judo, and conditioning activities. For health and physical education major students and taken each fall and spring term except during student teaching.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Wescott

209 Aquatics

Includes the official Red Cross courses for Senior Life Saving, Water Safety Instructor I, and Water Safety Instructor II, leading to certification. Theoretical and practical training in the course provides teaching methods and techniques in basic swimming strokes, diving, and lifesaving. In addition, emphasis is given to the coaching of swimming teams, management and control of pools and waterfronts, and maintenance of swimming and boating facilities.

Mrs. Bowers

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. Finally, the examination of the relationship of personal health problems to the community at large.

Mr. Wescott

214 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser

317 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

Mr. Biser

318 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

Mr. Donolli

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Mr. Rahn

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Rost

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Miss Schlie

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Miss Kenney

462 Individualized Study

A study of the various methodological approaches used in research. Designed especially for those planning to continue with graduate study. Offered either term.

Mr. Streeter

HISTORY

Professors Bloom, Crapster (*Chairman*), and Glatfelter

Associate Professors Bugbee, Fick, Forness, and Stemen

Instructor Birkner

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done". Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Social Studies.

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history.

Senior research seminars—number 401 to 449—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

101, 102 History of Europe from the Renaissance

After noting the medieval background, these two courses survey major political, economic, social, and intellectual developments in Europe from the Renaissance to the present. The first course goes to the French Revolution; the second extends from 1789 to the present.

Messrs. Crapster and Fick

131, 132 History of the United States

These two courses, with their dividing point at 1865, provide a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

These courses survey English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

Mr. Stemen

223 United States Relations with East Asia

A study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Mrs. Gemmill

231, 232 Biographical Approaches to American History

An introduction to American history through biographies of representatives and influential persons in significant periods in America's past. Historical forces which shaped their lives and the impact on American development of each person studied are examined. An attempt is made to establish criteria for determining the place of biography as acceptable history. The dividing line between the two courses is 1865.

Mr. Bloom

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

300 Historical Method

This is a course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

History 311 covers the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Some attention is given to the civilization of Byzantium and Islam.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, this course treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and the rest of Europe between 1789 and 1815.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization and Democracy

After a survey of European developments 1815-48, the course studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War.

Mr. Crapster

318 Europe and Two World Wars

This course studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

This course offers perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the National and Communist revolutions.

Mr. Stemen

326 Russia in the Nineteenth Century

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included.

Staff

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Bloom

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

333 American Economic History

This course examines the economic incentives for colonial settlement, for revolutionary change, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over currency, and for the coming of government regulation of business.

Mr. Bloom

335, 336 American Social and Cultural History

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, this course stresses political and constitutional developments to 1750, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

This course begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

Mr. Forness

345 Civil War and Reconstruction

The course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America, followed by examination of the failure to fix upon a mutually acceptable and permanent compromise, the military and diplomatic conflict of 1861–1865, and the problems associated with Reconstruction.

Mr. Bloom

348 Early Twentieth Century America

This course deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

This course deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:**401 England in the 1880's**

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency

Mr. Bloom

407 Diplomacy of the Truman Administration

Mr. Stemen

408 American-Chinese Relations

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 American-Far Eastern Relations

Mr. Stemen

Individualized Study

With the permission of an instructor who will supervise the project, a student may arrange for an individual tutorial, research project, or internship. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either term.

Staff

INTERDEPARTMENTAL STUDIES

Professor Coulter (*Chairman*)

Lecturers M. Baskerville, J. Gemmill, W.

Jones, L. Lindeman, and R.L. Smith

Through the Committee on Interdepartmental Studies, the College offers courses and promotes opportunities for specialized interdepartmental programs that coordinate courses available in a variety of academic areas. Among these opportunities is the Special Major: a student with the consent of two supervising faculty members from different departments may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes a substantial number of advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors.

The Committee on Interdepartmental Studies bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies: (See pages 84-85)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others use methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

A course introducing the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. Students study characteristic ideas and institutions affecting economic, political, and religious developments from the Middle Ages and Renaissance through the twentieth century. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents includes authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Mrs. Small

206 Byzantine Civilization

Byzantine civilization radiated from Constantinople (Istanbul), the "New Rome" from 330 to 1453. Besides its influence on western Europe, it belongs to the heritage of Eastern Orthodox Christianity and the cultures of Greece, Russia, and other eastern European countries. Such things as Roman law, the icon, historiography, a controlled economy, and domed architecture are its legacy. Movies, slides, class discussions, lectures, and a field trip are involved. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Trone

211 Perspectives on Death and Dying

Death and dying will be viewed from many different perspectives: theological and philosophical, psychological and sociological, economic and legal. Various views of the past and present, East and West, will be examined, as well as such problems as dignity in dying, what happens after death, euthanasia, body disposal, and therapeutic grieving practices. The course will include lectures, discussions, outside speakers, and a variety of audio-visual aids. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Moore

227, 228 Civilization of India

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on Buddhism, the evolution of Hinduism, and the representation of these in art and literature. The second includes an investigation of historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in history, philosophy, or religion. Alternate years, offered 1978-79.

Mrs. Gemmill

235 Introduction to African Literature

A general introduction to traditional and modern literature from Africa south of the Sahara written primarily, but not exclusively, in English and French. (All works not originally written in English will be read in translation.) An introductory section will be devoted to the oral tradition. The remainder of the course will treat the primary themes of contemporary African literature, the majority of which bear the stamp of the colonial experience and its aftermath. Representative readings will be chosen from West, South and East Africa and will include novels, poetry, drama and short fiction. Consideration of social, political and anthropological questions will be balanced by aesthetic appreciations throughout. Class discussions will be encouraged and a term paper and final examination will be required. Fulfills distribution requirement in literature. Alternate years, offered 1979-80.

Mr. Michelman

237, 238 Literature of India

A study of major literary works of Indian culture from the standpoint of religion, history, and aesthetics. The first course will include Vedic hymns, major epics, Bhagavad Gita, and Sanskrit literature of the Gupta period. The second will deal with epics and lyrics of the Tamil culture, the poetry of bhakti, the Persian literary tradition, and the modern novel inspired by Western influence. Complete works will be read and discussed using criticism from Western and Indian sources. Fulfills distribution requirement in literature. Alternate years, offered 1979-80.

Mrs. Gemmill

244 An Introduction to American Folklore

After introducing folkloric theory and method, the course will survey the various types of American folklore: myths, tales, ballads, art, music, dance, games, et cetera. Students will be asked to investigate in some depth one of these types and encouraged to collect from primary sources. The course will be developed through lectures, discussion of readings, and student reports.

Mr. Locher

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists. James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. Authors studied include Kierkegaard, Dostoyevsky, Conrad, Tillich, Faulkner, Camus, R. Niebuhr, Hemingway, Wieman, and West. Fulfills distribution requirement either in history, philosophy, or religion, or in literature. May be counted toward a religion major.

Mr. Loose

320 Human Sexual Behavior

This course is designed to discuss biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. The work of psychologists such as Freud, Ellis, and Fromm and biologists such as Masters and Johnson, and Morris, and sociologists such as Bell, Karlen, and Mead will be discussed. Literary works by Lawrence, Roth, and de Sade will be included.

Mr. Jones

350 History of Modern Western Thought

The course covers the major ideas and intellectual movements of the nineteenth and twentieth centuries in the natural sciences, economic, social and political thought, philosophy, religion, and the arts. Topics such as romanticism, utilitarianism, liberal humanism, positivism, evolutionary thought, socialism, the development of psychology, the ideologies of fascism and communism, the philosophies of existentialism and logical empiricism, and expressionism and surrealism in the arts are included. The approach to the material is chronological and emphasizes the historical relationships between the ideas, but some attention is given to the general historical context. The primary purpose of the course is to understand our recent intellectual heritage, and its impact on the contemporary mind. The course is designed for students with a general background in the history of the nineteenth and twentieth centuries. Open to juniors and seniors, and to others by permission of the instructor. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Schubart

352 Modern Political Thought

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties.

Mr. Tannenbaum

401 Senior Scholars Seminar: The Future of Man

The purpose of this seminar is to provide an opportunity for senior students of outstanding ability to participate in a problem-solving course concerning an issue which affects the future of man. The issue selected for each year's seminar will be one whose solution requires a multi-disciplinary effort. Examples of appropriate problems include the design of a development plan for a country or the construction of a set of guidelines which would govern man's application of genetic engineering to himself. Resource persons from on and off the campus will be utilized. The seminar participants will produce a comprehensive report of their findings for campus publication and distribution. This course carries credit for two courses. Interested students should consult page 33 of this catalogue for admission criteria.

**411, 412 Experimental Seminar in Teaching
Interdepartmental Studies 101, 102**

The members of this seminar will attend the regular meetings of Interdepartmental Studies 101, 102. They will lead discussion groups for that course. Sessions of the seminar itself will be devoted to discussions of the materials and methods of interdepartmental Studies 101, 102 in the light of the more advanced reading required for the seminar. In addition, each student will write a paper. Evaluation will be conducted on the basis of contribution to the discussion group; contribution to the seminar; and the quality of the paper. Open only to students selected by the instructor.

Messrs. Hammann and Tannenbaum

- 451 Individualized Study: Tutorial in Interdepartmental Studies
461 Individualized Study: Research in Interdepartmental Studies

SPECIAL INTERDEPARTMENTAL PROGRAMS

ASIAN STUDIES

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the college has access:

- 1) An introduction to South Asia including Civilization of India, Religions of South Asia, and Asian Political Systems.
- 2) An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia, Asian Political Systems, and Modern China.
- 3) The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Wilson, Dickinson or Franklin & Marshall Colleges.
- 4) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
- 5) The Central Pennsylvania Consortium arrangement whereby students may engage with full academic credit in a summer and a fall semester in India. Interested students should consult the Dean of the College or Committee on Interdepartmental Studies for further information.

ASIAN STUDIES COURSES

- IDS 227, 228 The Civilization of India
IDS 237, 238 Indian Literature
History 221, 222 History of East Asia
History 321 Modern China
Political Science 202 Asian Political Systems
Religion 241 Religions of South Asia
Religion 242 Religions of East and West Asia

AMERICAN STUDIES

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the faculty's Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the Freshman Seminar brochure and the January Term catalogue list many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

MEDIEVAL AND RENAISSANCE STUDIES

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History department, Director.

MEDIEVAL AND RENAISSANCE STUDIES COURSES

- Art 111 Ideas and Events Behind the Arts
- Art 203 Italian Painting, 1300 to 1600
- Art 205 Northern European Painting, 1400 to 1700
- Art 215 History of Architecture and Sculpture
- Classics: Latin 306 St. Augustine
- English 302 History of the English Language
- English 331 Medieval Literature
- English 332 Medieval Narrative
- English 334 Renaissance Literature
- English 362 Chaucer
- English 365, 366 Shakespeare
- English Theatre Arts 203 History of the Theatre
- History 203 History of England
- History 311, 312 Medieval Europe
- History 313 Renaissance and Reformation
- IDS 101 Ideas and Institutions of Western Man
- IDS 103, 104 Literary Foundations of Western Culture
- IDS 206 Byzantine Civilization
- Music 312 History of Medieval, Renaissance, and Baroque Music
- Philosophy 303 History of Philosophy: Classical
- Philosophy 304 History of Philosophy: Medieval and Early Modern
- Religion 121 Church History: To the Eighth Century
- Religion 331 The Church Fathers
- Spanish 305 History of Spanish Literature: Origins to 1700

LATIN — SEE CLASSICS

MATHEMATICS

Professors Holder and Fryling (*Chairman*)
 Associate Professors Flesner, Kellett,
 Leinbach, and Moorhead
 Assistant Professor King
 Lecturer Wood

A knowledge and understanding of mathematics is an essential part of the definition of a liberally educated person. This definition has become increasingly important in the latter half of this century with the development and general acceptance of high speed computing machinery. A complete undergraduate mathematics education must include an understanding of the use of the computer as a problem solving tool as well as an understanding of the power and beauty of pure mathematical reasoning. In recognition of this fact the mathematics curriculum is designed both to provide a foundation for students who will specialize in mathematics or in fields which utilize mathematics and to provide courses appropriate for all liberal arts students. By a careful selection of courses a student can prepare for graduate study in mathematics, teaching, or a career in applied mathematics.

The Department of Mathematics offers two majors: one in MATHEMATICS and one in MATHEMATICAL SCIENCES. The Mathematical Sciences major indicates that the student, in addition to having a core mathematics education, has concentrated in one of several applied areas such as computer science, probability and statistics, or classical applied mathematics. The Mathematics major indicates a more general mathematical education.

Since it is essential that a student's mathematical literacy be developed prior to making a final decision concerning a mathematics major, students in both programs will take the same core mathematics program. This core program consists of five courses:

MATH 111-112: Calculus of a Single Variable
 MATH 211: Multivariable Calculus
 MATH 212: Linear Algebra
 MATH 234: Introduction to Modern Algebra

Advanced placement in the Basic Calculus sequence MATH 111-112, 211 is possible for those who have scored sufficiently high on the Advanced Placement Examination. Such placement will be determined on an individual basis by the Department Chairman.

The additional requirements for students in each mathematics program are outlined below.

MAJOR IN MATHEMATICS

This program is recommended for students who plan graduate study in any mathematics-related discipline, and for those who desire certification in secondary education.

Requirements: CORE plus Math 313 and six other 300-level mathematics courses.

Requirements for Teachers: CORE plus Math 313, 343, Ed. 304, and three other 300-level mathematics courses.

MAJOR IN MATHEMATICAL SCIENCES

This program is recommended for students who desire to concentrate in some applied area of mathematics. Although the direction of this major is toward applications of mathematics, serious consideration is given to the underlying assumptions and mathematical theories involved in these applications.

Requirements: CORE plus Math 275, 357-358 and one course from Math 262, 362, or 363. In addition the student will elect three other 300-level mathematics courses.

Recommendations for course electives for each area of specialization are listed below.

COMPUTER SCIENCE: Math 276, 360, 365, 366

PROBABILITY AND STATISTICS: Math 359, 360, 362

PHYSICAL SCIENCE APPLICATIONS: Math 363 or 365, 364, 366

SOCIAL SCIENCE APPLICATIONS: Math 262, 360, 362

Students majoring in mathematics are encouraged to pursue in some depth an allied field in which mathematics can be applied. It is recommended, but not required, that mathematics majors, regardless of their related interests, take Physics 111, 112 in order to find the most direct applications of mathematics at the introductory level. Other fields such as chemistry, biology, economics, political science, sociology, and psychology are all using mathematics, and mathematics majors with a good background in any one of these fields have an increased likelihood of finding careers which are interesting and rewarding. To encourage such collateral study, permission may be granted to substitute a course from another field for a 300-level mathematics elective. Such a course must be approved in advance by the Mathematics Department. This option is not open to majors with the teaching objective, since they already have a reduced requirement because of their concentration in education.

COMPUTER SCIENCE

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted at an early stage with the potential as well as the limitations of computers. Each student should develop facility in algorithmic thinking and the use of the computer as a tool in problem solving. In order to accomplish this goal, Mathematics 111-112 provides an introduction to a programming language during weekly computer periods in which problems related to the calculus are carried out. Mathematics 211-212 and several higher level courses in mathematics offer further experience in computing.

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Business and Economics, Mathematics, Physics, Political Science, Psychology, and Sociology departments all offer courses that make significant use of the computer.

The College maintains a Burroughs 6700 computer with both batch and terminal processing, a Tektronix plotter, two PDP-8 minicomputers for control of laboratory experiments, and a Tektronix programmable calculator with a plotter and graphics terminal. The Burroughs 6700 is a large scale computing system that provides language and software capability more typically available at large universities than at small colleges. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, and PL/1 languages and to software that includes major packages in statistics, word processing, scientific sub-routines, operations research, and simulation.

While there are within the college over fifty courses that utilize the computer, the following courses offer a more concentrated study in computer science itself.

- ECON 177 Introduction to Business Oriented
Computer Programming
- ECON 378 Business Data Processing Systems
and Management
- MATH 174 Computer Methods
- MATH 275 Introduction to Computer Science
- MATH 276 Data Structures
- MATH 366 Numerical Analysis

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Both descriptive statistics and the fundamentals of probability theory are considered as an introduction to the principal topic of statistical inference. The general principles of hypothesis testing are included, as well as the specific techniques of correlation, regression, and analysis of variance. Throughout, relevant applications are emphasized. An important aspect of the course will be a laboratory period in which students will become acquainted with some of the tools which are useful for modern statistical analysis. Credit may not be granted for Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for Mathematics 108 and Mathematics 111.

Staff

110 Introductory Analysis

This course serves primarily as a preparation for the study of calculus. Topics include: review of algebra and trigonometry, elementary functions, and basic concepts of calculus. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours and a laboratory session each week.

Staff

117-118 Calculus and Matrix Algebra

This course is primarily devoted to those aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems, with constraints for functions of several variables. The course content, consisting of theory and applications, will be drawn from problems of economic theory. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Economics 101-102 or permission of instructor.

Messrs. Kellett and King

174 Computer Methods

This course is designed for students who have had no instruction in computer programming. The major emphasis of the course is on solving problems from the different academic disciplines. The student will learn to analyze a problem, construct the flowchart, write the program, interpret the results, and generalize the method to a broader class of problems. Both BASIC and FORTRAN languages will be learned in the course.

Messrs. Kellett and King

180 Basic Concepts of Elementary Mathematics

This course is designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January term as J 18.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. Computer projects in multivariate calculus. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Messrs. Flesner and Leinbach

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications. Computer projects in linear algebra. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Messrs. Flesner and Leinbach

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

Messrs. Flesner and Kellett

262 Mathematical Modeling

An examination of the philosophy of Mathematical Modeling, the assumptions underlying some Mathematical Models, and the results of these models. In addition to studying the theory of modeling, the student will participate in the model building process by using information from the Physical, Biological and Social Sciences. *Prerequisite:* Mathematics 112.

Mr. Leinbach

275 Introduction to Computer Science

This course emphasizes the development of algorithms which take into consideration the functional aspects of digital computers. It provides an introduction to the functional parts and organization of digital computers, programming them using both low and high level languages, techniques of algorithm development, and simple data structures. *Prerequisites:* Mathematics 111-112 or Mathematics 174 or Business 177 or consent of the instructor.

Mr. Wood

276 Introduction to Data Structures

This course provides an introduction to methods of organizing and structuring data for use in conjunction with algorithmic processes. It includes the representation and manipulation of stacks, queues, files, lists, strings, arrays, trees, and graphs. *Prerequisites:* Mathematics 275 or consent of the instructor.

Mr. Wood

313 Mathematical Analysis

This course provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, and the Riemann integral. *Prerequisite:* Mathematics 234.

Messrs. Flesner and Holder

333 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, fields, and linear algebra. *Prerequisite:* Mathematics 234, Alternate years.

Messrs. Flesner and Kellett

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

Messrs. Flesner and Moorhead

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 211, 212.

Mr. Fryling

359 Stochastic Processes

This course will include the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes. *Prerequisite:* Mathematics 357, 358.

Mr. King

360 Linear Statistical Models

The course is designed to develop an understanding of both the underlying theory and the practical problems which are encountered using linear statistical models for regression, analysis of variance and experimental design. *Prerequisite:* Mathematics 358, may be taken concurrently.

Mr. Kellett

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 211 and 212, or 118 and 174.

Mr. Leinbach

363-364 Applied Mathematical Analysis

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 211, 212 or permission of instructor.

Messrs. Holder and Mara

365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisite:* Mathematics 211, 212.

Messrs. Holder and Leinbach

366 Numerical Analysis

This course deals with numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques consideration will also be given to computational efficiency and error analysis. *Prerequisite:* Mathematics 212.

Mr. Leinbach

381, 382 Selected Topics

The course will deal with some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

Staff



MUSIC

Associate Professors Belt, Getz, Nunamaker, Weikel (*Chairman*), and Zellner
 Assistant Professor Finstad
 Instructors Matsinko and Powers
 Lecturer Ackley
 Private Instructors in Music M. Hook, Jarvinen, Ormond, and Thurmond

This department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in music or Bachelor of Science degree with a major in music education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment. The Department requires an informal audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in music education (see page 36) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools, in Pennsylvania and nearby states with reciprocal agreements.

Requirements for a major in music leading to a Bachelor of Arts degree consist of 12 full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus quarter courses in the student's major applied area totaling one and three-quarters full courses (7 quarter courses). The student major must also participate for four years in an authorized musical group and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. program with the exception of Music 341 and 342.

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 312, 313, 314, and certain designated January Term courses.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Morden and Nunamaker

103 The Symphony

The standard symphonic repertoire is listened to and attention given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Standard operatic works are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

A study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with a music background.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique—especially melodic analysis. Correlated sight singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales. Correlated sight singing and aural perception skills. Keyboard application.

Messrs. Weikel and Getz

241 Theory III

An intensive study of the common practice period; extensive written and analytic projects; study of musical structure through small forms. Correlated sight singing and aural perception skills.

Mr. Getz

242 Theory IV

An intensive study of late romanticism to the present day by means of analytic and written projects. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

341 Theory VI

A study of the structural organization of music including the analysis of the larger forms of composition drawn from the standard literature of the eighteenth-twentieth centuries.

Mr. Belt

342 Theory V

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble).

Mr. Zellner

205 Choral Conducting

Development of a basic conducting technique. Emphasis placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score reading involving instrumental interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

The methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Messrs. Getz and Finstad

321 Principles and Procedures of Teaching Music in the Secondary School

The principles and procedures of teaching music in the secondary school. Study of methods and materials relative to music classes and performance groups. The evaluation of material, methods, and techniques.

Mr. Getz

303 Sixteenth-Century Counterpoint

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

An introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression; composition in the various forms.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

Mr. Nunamaker

314 Music in the Twentieth Century

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

Mr. Belt

474 Student Teaching

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Offered in spring term only.

Three course units

Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

APPLIED MUSIC

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term. Supplementary piano and voice may be in classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two ¼ courses
Mr. Powers

113-114 Brass Instrument Class

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Two ¼ courses

Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their playing techniques and teaching procedures.

¼ course
Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$100.

¼ course
Mr. Finstad and Mrs. Hook

122 Voice Class

A study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation: Fee for class lessons per term: \$100.

¼ course
Mr. Finstad and Mrs. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$100.

¼ course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$100

¼ course
Messrs. Matsinko and Belt

125 Organ

Private instruction designed to include literature of various periods, sight reading, hymn-playing and transposition, chant and anthem accompanying, and rudiments of modulation and improvisation. Required: repertory class every two weeks. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$100.

¼ course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$100

¼ course
Mr. Zellner, Ms. Ormond, and Mr. Thurmond

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$100.

¼ course
Mr. Nunamaker and Mrs. Jarvinen

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

131 College Choir

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes a two-week concert tour each spring. Four rehearsals weekly.

No credit
Mr. Getz

132 Chapel Choir

This Choir performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Three rehearsals weekly.

No credit
Mr. Matsinko

133 Band

Membership in the Band, which is open to men and women, depends entirely on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Three rehearsals weekly.

No credit
Mr. Powers

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

PHILOSOPHY

Professors Coulter and Richardson (*Chairman*)
Associate Professor Schubart

Philosophy is a study of questions and answers in search of human perspective. Philosophy asks such questions as: What kind of a universe do we live in? How can we obtain knowledge? What values should we live for? What goals and responsibilities should we choose? What is science? How can we communicate with each other? What do words mean? In trying to answer such questions both the questions and the answers are explored.

The courses offered by the Philosophy Department are designed to help students explore the assumptions that any inquiry makes about human beings, their place in nature, their role in history and the purposes which are involved in the social, scientific, religious, ethical, and aesthetic aspects of human existence. Such inquiry can help students integrate the knowledge gained from all their courses into a more coherent perspective.

The program of the Department is designed to help students gain such a perspective in a number of different ways. A student can take courses in philosophy to fulfill a distribution requirement and/or to supplement a major in another department. A major in philosophy might be chosen for its own sake, or as preparation for further work in a number of different fields. Philosophy can be chosen as a second major along with a major in another department. The members of the Department are also interested in encouraging students to design Special Majors in which philosophy is an integral part.

A typical philosophy major includes eight courses in the Department, chosen in consultation with the student's adviser. The number of such required courses has been deliberately kept low so that students may be able to take advantage of the whole curriculum of the College.

102 Ideas of Men

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Russell, Kierkegaard, and Sartre.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

221 Introduction to Philosophy

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his or her own philosophy.

Mr. Richardson

223 Ethics

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite*: one course in philosophy or permission of instructor.

Mr. Schubart

303 History of Philosophy: Classical Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

304 History of Philosophy: Medieval and Early Modern

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

314 Seminar in Philosophy of Law

The principal philosophies of law. The course includes such topics as the relation of law to culture, to ethics, and to political theories, and the significant developments in law in the eighteenth, nineteenth, and twentieth centuries. Not offered 1978-79.

Mr. Schubart

320 Seminar in Nineteenth Century Philosophy

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and as significant new constructive attempts.

Mr. Richardson

321 Seminar in Twentieth Century Philosophy

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

Mr. Schubart

332 Seminar in Ethics

The course covers such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation.

Mr. Schubart

334 Seminar in Philosophy of Art

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

Mr. Schubart

337 Seminar in Philosophy of Religion

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

Mr. Richardson

340 Metaphysics

A systematic study of some of the major issues raised when we attempt to formulate our basic assumptions about the "real" world. Emphasis will be upon such ontological questions as the relation between mind and body, and the existence of a supernatural being. Alternate years, offered 1978-79.

Mr. Coulter

400 Senior Seminar

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems, or on one of the major contemporary philosophers.

Mr. Richardson

Individualized Study

With the consent of the Department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated spring term.

Staff

PHYSICS

Professors Daniels, Haskins, and Mara
Associate Professors Cowan (*Chairman*), T.J.
Hendrickson, Marshall, and Scott

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UVB photometer, a 12" Varian electromagnet, and an astronomical spectrometer. Computational resources include a programmable calculator, microcomputers, a PDP-8/I, and access to the College's Burroughs 6700.

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312 and J 26. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors are expected to exhibit increasing competence with computer facilities as they progress through the courses in the physics curriculum.

Qualified majors should consider the opportunities afforded by Physics 462. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

The Department administers the Cooperative Engineering Program with Pennsylvania State University and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State or RPI. For more details on the Cooperative Engineering Program, see page 41.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

101, 102 General Physics

These courses are designed for students who are not majoring in science or mathematics. The basic elements of physics are covered including mechanics, energy, heat, waves, electricity, magnetism, and atomic and nuclear physics. These topics are presented from an historical and a societal perspective. Applications to modern technology include space science, lasers, sound production, communications, and world energy problems. *Prerequisite:* Competence in high school algebra. Three class hours and three laboratory hours.

Staff

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. Physics 101 and Physics J 1 will complete the laboratory science distribution requirement. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology: fluids, heat, radiation and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours per week.

Messrs. Scott and Daniels

108 Introductory Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. Frequent observational activities at the College Observatory will be scheduled to supplement the lectures. *Prerequisite:* High school algebra and trigonometry will be helpful. Three class hours and occasional evening observing sessions. Not offered in 1979-1980.

Mr. Marshall

109 Topics in Astronomy

A single area of current interest in astronomy is highlighted in this course. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics. The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

140 Energy Production and the Environment

An introduction to the physical concepts of energy. Topics include supply and demand of non-renewable energy sources such as coal, oil, gas, and uranium. New and old technologies including nuclear reactors, fusion reactors, coal gasification, and the many forms of solar energy are studied. Course includes environmental effects of such energy related subjects as strip mining, air pollution, storage of radioactive wastes, and thermal pollution. *Prerequisite:* One course in Chemistry, Biology or Physics. Three class hours.

Mr. Cowan

211 Vibrations, Waves, and Optics

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction. Physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Messrs. Cowan and Daniels

212 Atomic and Nuclear Physics I

The emphasis is on the experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, de Broglie wavelength, uncertainty principle, radioactivity, particles. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Mr. Haskins

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures; friction; centroids and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle; translation and rotation of rigid bodies; work and energy; impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

305 Astrophysics

The physics of the sun and stars. The consequences of radio, photometric, and spectroscopic observations for modern theoretical astronomy. Selected topics from among stellar atmospheres and evolution; variable stars; the effects of the earth's atmosphere and ionosphere, the interplanetary and interstellar media on radiation; radio sources. Qualified students may carry on observational projects. *Prerequisites:* calculus and two courses in physics. Not offered every year.

Mr. Marschall

311 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisite:* Physics 212, Mathematics 212. Three class hours and three laboratory hours.

Mr. Cowan

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Mr. Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marschall

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics including time dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, and isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

POLITICAL SCIENCE

Professors Boenau (*Chairman*) and Jarvis
Associate Professors Borock, Mott, Nyitray and
D. Tannenbaum

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state and local government, public and private interest groups, business, journalism, law, and teaching.

Beginning with the class of 1983, the requirements for a major in political science are as follows (students in earlier classes are subject to the previously existing requirements): Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major sub-fields of political science. Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Qualified students may participate in off-campus programs, such as the Washington Semester, The Harrisburg Urban Semester, The United Nations Semester, and study abroad. Majors are encouraged to enroll in related courses in other social sciences and in the humanities.

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104.

Introductory Courses**101 American Government**

The institutional structure and policy-making process of national government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Messrs. Mott and Nyitray

102 Introduction to Political Thought

An analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as they are expressed in the works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

An examination of the behavior of nation-states from a micro-political perspective that encompasses such topics as nationalism, power, ideology, war and institutional arrangements, as well as from a macropolitical perspective that reflects the combined results of international activity such as the development of political and economic interdependence, the use and misuse of global resources, and the prospects for a transition from an international community of nations to a global society.

Mr. Borock

104 Introduction to Comparative Politics

An introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

151 Introduction to Political Science

A study of the scope of political science, the methodological approaches used, and the relation of political science to the other social sciences. Special attention is given to the following sub-fields of political science: political theory, comparative politics, and international relations. Required of all political science majors through the class of 1982.

Mr. Tannenbaum

Comparative Politics**201 European Political Systems**

An analysis and comparison of the political processes and forms of government of Great Britain, France, West Germany, and the Soviet Union. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

202 Asian Political Systems

An analysis and comparison of the political processes and forms of government of major Asian countries. Particular attention is devoted to China, Japan, and India. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

203 Latin American Political Systems

An analysis and comparison of the political processes and forms of government of selected Latin American countries. Consideration is given to the significance of geographical, social, economic, and historical factors in Latin American politics, as well as the role of the armed forces, the church, and organized labor. *Prerequisite:* PS 104 or permission of instructor.

Mr. Jarvis

204 African Political Systems

An analysis and comparison of selected independent states of Africa and their political processes and forms of government. Attention is given to the significance of the colonial period, national independence movements, socio-economic and political problems of developing states, and attempts to promote regional and continental unity. *Prerequisite:* PS 104 or permission of instructor.

Mr. Jarvis

205 The Politics of Modernization

An analysis of politics in the developing countries or Third World. Attention is given to such topics as the role of peasants and new elites, the military, agricultural transformation and land reform, incremental transformations and revolutionary change, the role of ideology, and the relationship of the developed world to the developing countries. *Prerequisite:* PS 104 or permission of instructor.

Staff

American Government**221 State and Local Government**

A study of the structure, functions, and political processes of non-national government in the United States. *Prerequisite:* PS 101 or permission of instructor.

Staff

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

223 Legislative Process

The course focuses on the United States Congress. Topics covered include: theories of representation; nomination and electoral processes; internal organization of Congress; influences on Congressional policy-making; and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Mr. Nyitray

224 Presidential Politics

The role of the Presidency in the American political system; the selection of presidential candidates; the Presidency and bureaucratic structures and procedures; presidential leadership; and the Presidency in the policy process. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Nyitray

231 American Parties and Politics

An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including social trends, interest groups, political leaders, and leadership. Two-party politics is compared to the politics of third parties and mass movements. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

311, 312 American Constitutional Law

The first term deals largely with case studies of Supreme Court decisions involving powers and limitations of the legislative, executive, and judicial branches of government and decisions involving the principles of federalism, separation of powers, and judicial review. The second term deals primarily with case studies relating to Constitutional guarantees of individual rights. Either course may be taken independently of the other. *Prerequisite:* PS 101 or permission of instructor.

Mr. Jarvis

International Relations**242 American Foreign Policy**

An analysis of the development, implementation, and effects of U.S. foreign policy. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

245 World Order

An examination of international organization, regionalism, and security systems as they affect the reduction of international violence and promote tolerable standards of stability. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

344 U.S. Defense Policy

An examination of the formulation and implementation of U.S. defense policy within the context of the international and domestic political systems. Attention will be given to the ways policy affects and is affected by the political environment; the conceptual approach to war; the impact of technological change; the economic issues of defense spending; the decision-making process; and the civilian-military relationship. *Prerequisite:* PS 103 and PS 242 or permission of instructor.

Mr. Borock

Political Theory**351 History of Political Thought**

A study of the development of Western political thought from the ancient Greeks to the nineteenth century. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

IDS 352 Modern Political Thought

For course description see Interdepartmental Studies.

Mr. Tannenbaum

Advanced Courses**400 Seminars**

The student is offered opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

The student selects an approved topic for intensive study and presents his or her findings in the form of oral or written reports to a member of the staff responsible for supervising his or her research activities and reports. Open only to senior majors or with permission of the instructor. Repeated in the spring term.

Staff

PSYCHOLOGY

Professors Mudd (*Chairman*) and Platt
Associate Professors D'Agostino, Frank,
Gobbel, Pittman, and Shand
Assistant Professors Gay, and Gotay

The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in Psychology, including independent study, and by providing selected opportunities for field experience.

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses from among 314, 316, 317, 318, 325, or 336. Training in computer programming also is recommended. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 214, 225, 226, 320, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes will be developed more completely. Offered in the spring term.

Messrs. D'Agostino and Mudd

210 Behavioral Economics and Social Engineering

An introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The process and evaluation of decision-making in the public and private sectors of the economy are considered from a behavioral science point of view. The potential contribution of behavioral systems analysis to more effective social and economic planning is reviewed.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

214 Social Psychology

A review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Mr. Pittman

225 Developmental Psychology: Infancy and Childhood

A comprehensive study of the psychological development of the individual, from conception to adolescence. Methods, relevant research and various theoretical perspectives are reviewed. Content areas include perception, learning cognition, social development, etc.

Mmes. Gay and Gobbel

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: research methods; physiological changes, cognitive development; vocational, social sex-role, and value development; and the search for identity. In areas where appropriate, development over the life-span will be included. Psychology 225 is recommended as a prerequisite but not required.

Mrs. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino, Mudd and Pittman

314 Assessment of Personality and Intelligence

Experimental and correlational methods in the study of human characteristics of personality and intelligence, including factor analysis and the use, in experiments, of intelligence tests and projective techniques. Laboratory includes a review of current methods and experimental designs for the study of such topics as prejudice, humor, self-concepts, handwriting, belief, creativity, art and music. Each student will choose one topic and design an experiment or factor-analytic study. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

An introduction to sensory and perceptual processes. Lectures deal with the analysis of psychophysical phenomena such as stimulus properties and thresholds, sensory coding, feature detection, constancies, and meaning. Laboratory work includes several minor studies and one major research study on a special topic such as facial perception, sensory control of behavior, etc. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Topics include short and long-term retention, language comprehension and models of semantic memory. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

A specific content area in social psychology, selected from among topics such as attitude change, interpersonal perception, and cognitive control of motivation, will be studied. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of several experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

320 Dynamics of Human Adjustment and Personality

Textbook and collateral readings combine in an examination of major assumptions and strategies in the scientific study of personality. Lecture and discussion focus on learning, affective, and cognitive processes as unifiers. The usefulness of verifiable evidence is emphasized. *Prerequisite:* Psychology 101; closed to freshmen except by permission of the instructor.

Mr. Frank

325 Life-Span Development - An Experimental Approach

An area of life-span developmental psychology will be studied. A specific topic will be selected from cognitive or social development. Laboratory sessions will provide an opportunity to learn research techniques appropriate for developmental investigation. Students will design, execute, and analyze an independent project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and the equivalent of three lab hours.

Mmes. Gay and Gobbel

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214 or 320 recommended but not required; open to juniors and seniors only.

Mr. Shand

336 Physiological Psychology

A study of the anatomical and physiological bases of behavior and cognition. Emphasis is placed on the neuropsychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis as schools of thought which have contributed to the formulation of the different theoretical emphases evident in present-day psychology.

Mr. Platt

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term will be announced in advance. Enrollment by permission of the instructor. May be repeated.

Staff

Individualized Reading

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest. In the course of his or her study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. The research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

The Honors Thesis is designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

RELIGION

Professors Dunkelberger (*Chairman*), Freed, Loose, and Moore
Associate Professor Hammann
Assistant Professor Trone

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. Individualized Study is required of all majors. Pretheological students and those contemplating church vocations should especially consider a major in this Department.

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 127, 131, 132, 133, 134, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in addition to the one-course distribution requirement in religion.

Of particular interest to religion students and majors are the College-approved bilateral study arrangement with the University of Pennsylvania, and the Central Pennsylvania Consortium Semester in Mysore, India.

BIBLICAL STUDIES

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Repeated spring term.

Messrs. Freed and Moore

111 History, Literature, and Religion of the New Testament

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world. Repeated spring term.

Messrs. Freed and Moore

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. Offered alternate years.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Spring term each year.

Mr. Moore

203 Biblical Archaeology

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course. Fall term each year.

Mr. Moore

311 Jesus in the First Three Gospels

By using the techniques of source, form, redaction, and literary criticism, an examination in depth of selected passages in the first three gospels. Special attention will be given to the parables of Jesus. Among topics included are those of eschatology, the kingdom of God, and mythologizing. *Prerequisite:* Religion 111. Not offered 1979-80.

Mr. Freed

312 The Gospel of John

Chief emphasis is given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111. Spring term each year.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writing of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101. Offered alternate years.

Mr. Freed

HISTORY OF RELIGIONS**121 Church History: To the Eighth Century**

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

Staff

142 Great Religious Personalities

A critical and comparative study of great religious personalities of the past, especially founders of religious traditions, like Moses, Confucius, Gautama the Buddha, Jesus the Christ, Paul, Mohammed, Augustine, Luther, Nanak, and some recent charismatics. Evaluations will consider the historicity of evidence, the development of a tradition, the ethics attributed to the individual and the theological ideas which he may have espoused. Spring term every year.

Mr. Dunkelberger

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

222 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the formative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism. Offered alternate years, fall term.

Mr. Dunkelberger

223 Christianity, U.S.A.

The institutional history, main ideas and movements, and the leadership of the various churches in America are investigated from colonial times to the present. Effort is made to determine denominational distinctiveness within the broad religious consensus and to be aware of the religious dimension in the American heritage from such elements as puritanism, pietism, revivalism, pentacostalism, social gospel, fundamentalism, evangelicalism, and ecumenicism.

Mr. Dunkelberger

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia: Hinduism, Jainism, Buddhism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious tradition from east or west Asia that can be contrasted with Buddhism. Insofar as possible original sources in translation will be used. Spring term every year.

Mr. Hammann

244 Varieties of the Buddha's Dhamma

A study through primary and secondary sources of the developments in the Buddhist tradition. The course will provide at least limited access to Buddhist organizations in Washington, D.C.

Mr. Hammann

RELIGIOUS THOUGHT**131 Religion and Modern Man/Woman
An Introduction**

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene. Fall term every year.

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems. Offered fall and spring terms, alternating with 232.

Mr. Loose

133, 134 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writing studied will change from semester to semester as new issues are raised and new answers attempted. If a student has taken 133, he may take 134 only with the permission of the instructor.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of biblical stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read. Fall term every year.

Mr. Hammann

136 Religions From the Center to the Fringe

A historical and critical study of recent sectarian and cultic developments primarily in the western religious traditions. Such movements as Ba'hai, Christian Science, Mormonism, Zen in the West, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements. Spring term every year.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought.

Staff

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining

responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment. Offered fall and spring terms, alternating with Religion 132.

Mr. Loose

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions. Fall term each year.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

331 The Church Fathers

For Orthodox theology and for Roman Catholic theology, the Church Fathers are norms for Christian thought. They were the expositors of the faith as defined by the Ecumenical Councils of the Church, and they were essential for the Medieval theological disputes. The study will begin with Paul of Tarsus and end with the last of the Latin Fathers, Isidore of Seville (d. 600), and with the last of the Greek Fathers, John of Damascus (d. 749). In seminar fashion, the backgrounds, personalities, and the writings of the Fathers, their opponents, and friends will be discussed.

Mr. Trone

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered. Offered alternate years.

Mr. Dunkelberger

333 Contemporary Religious Thought in the West

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the department and in accordance with regulations adopted by the department for majors, a student will take a course of directed study and research.

Staff

RESERVE OFFICER TRAINING CORPS

Army ROTC: Military Science

Professor Karsteter (*Chairman*)

Assistant Professors Foster, Galloway,

Heyman and Olson

Assistant Instructors Fuller, Hemmerly, Justice, and Schneider

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others. The Department's course offerings, open to all students for credit, do not require enrollment in the Army Reserve Officer Training Corps (ROTC) Program.

No military obligation is connected with enrollment in a departmental course of the first two years of the ROTC program. Selected men and women continuing in the program beyond the Sophomore year (the Junior and Senior years are known as the Advanced Course) agree to a military service obligation. This obligation should be investigated on an individual basis; it is normally three years but may be for as little as three months. ROTC graduates are commissioned as Second Lieutenants in the U.S. Army, the Army Reserve, or the National Guard. Officers may obtain delays for graduate study and/or qualify for such study at government expense.

Although originally designed for four years, the ROTC Program may be reduced by:

a. Acceleration—Students may enter the program during the latter portion of the freshman year, or later. Completion of required courses can be accomplished in three years.

b. Basic Camp and Advanced Placement—By attending a six-week summer program students may qualify for Advanced Course enrollment with remaining work to be completed in two years. Those with prior military training through active service, high school, or college ROTC, or at a service academy, may be granted advanced placement of up to three years, allowing program completion in one year.

101 Introduction to Military Science

A study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, introduction to leadership through practical exercises. *Prerequisite:* Permission of the instructor. ¼ Course Credit

102 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his or her interests and that would benefit him or her in the military. *Prerequisite:* MS 101. ¼ Course Credit

201 American Military History

A study of the development of American military institutions, policies, experience and traditions from colonial times to the present. Covers interrelationship between the military and other aspects of American society. *Prerequisite:* Permission of the instructor. ¼ Course Credit

202 Enrichment Course

(Same as MS 102) ¼ Course Credit

301 Advanced Military Science I

Consists of two subcourses, one dealing in principles of leadership and their application in both a military and non-military environment. The second subcourse deals with study and practical exercises in effective speaking and writing. *Prerequisite:* MS 101-102, 201-202, or six week basic camp between sophomore and junior year. *Prerequisite:* Permission of the instructor, if not enrolled in the ROTC program. 1 Course Credit

302 Advanced Military Science II

Consists of two subcourses, one concerned with military law and its application at the junior officer level, and the second with small unit tactics in which the student learns through practical exercises the basic principles of handling small tactical units in combat. *Prerequisite:* MS 301 or permission of the instructor. 1 Course Credit

311 Advanced Military Science III

Consists of three subcourses: the first is concerned with international relations and the United States, the second with military operations involving the various elements of the Army, and the third with military intelligence. *Prerequisite:* MS 301-302 or permission of the Instructor. 1 Course Credit

312 Advanced Military Science IV

Consists of several subcourses dealing in management techniques, a study of logistics, command and staff and administrative functions, and obligations and responsibilities of a military officer. *Prerequisite:* MS 311 or permission of the Instructor. 1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering Techniques, Survival Techniques and Orienteering.

ROMANCE LANGUAGES AND LITERATURES

Professors Diaz (*Part-time Visiting*), Kurth
Associate Professors Barriga, Lenski, and
Miller (*Chairman*)

Assistant Professors C. M. Hendrickson,
Merrick, Michelman, E. Viti, R. Viti, and
Weaner

Instructors Aguirre and A. Tannenbaum
Lecturers Chowanec, Nelson, and Rose

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching, social work and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and six additional courses above the 206 level. French majors may substitute French 303 for French 302. French majors must include French 305 and 306 in their major program. Spanish majors must include Spanish 305, 306, and 307 in their major program. French or Spanish Individualized Study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department.

Some courses for majors are offered in January. However, majors in French or Spanish may count only one January Term course in their respective majors toward the major requirements.

Prior to their first registration at the college, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328; Spanish 205, 206, 305, 306, 307, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French or Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairman, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310, Spanish 310, Spanish 311, and Spanish 312 fulfill distribution requirements in history, philosophy or religion.

FRENCH**101-102 Elementary French**

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

Staff

103-104 Fundamental French

Fundamentals of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

These courses have two objectives, skill in reading French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1979-80.

Mrs. Tannenbaum

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts: representative readings and discussion of outstanding writers and of main literary currents. *Prerequisite:* French 202 or equivalent.

Staff

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* French 202 or equivalent. Alternate years. Offered 1979-80.

Mr. Michelman

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists and the Surrealists. *Explication de Texte* will be used extensively. Offered 1980-81.

Staff

321 Seventeenth Century Theatre

French drama, comedy and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1979-80.

Staff

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1980-81.

Staff

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theater. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1980-81.

Mr. Kurth

325 From Realism to Symbolism

The literary and social aspects of the *realist*, *naturalist*, *symbolist*, and *decadent* movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Alternate years. Offered 1980-81.

Mr. Viti

327 Contemporary French Theatre

Study of major trends in modern French drama. Giraudoux, Cocteau, Claudel, Montherlant, Anouilh, Sartre, Camus, Ionesco, Beckett, Genet. Alternate years. Offered 1979-80.

Mr. Lenski

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1980-81.

Mr. Lenski

400 Seminar

An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor in consultation with the students. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

SPANISH

101-102 Elementary Spanish

Elements of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have not studied Spanish previously.

Staff

103-104 Fundamental Spanish

Fundamentals of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression and grammar review; readings and discussions of Spanish writing as contact with Hispanic Culture. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in Spanish and Spanish American Literature

These courses have two objectives, skill in reading Spanish prose for comprehension and reading a significant amount of Spanish and Spanish American literature of literary and cultural merit. Conducted in Spanish, these courses differ from Spanish 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Mr. Barriga and Mrs. Weaner

305, 306 History of Spanish Literature: Origins to 1700; 1700 to present

The development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. 305 spring 1980, fall 1980 306.

Staff

307 History of Spanish-American Literature

Study of the essay, the short story, and especially the poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1979-80.

Staff

310 Spanish Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Spain. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1979-80.

Mrs. Hendrickson

311 Latin American Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Latin America, Pre-Columbian cultures (Maya, Aztec and Inca), the Conquest, the Colonization and the Independence periods will be examined. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1979-80.

Mr. Barriga

312 Latin America

A cultural history of Central America, South America, and the Caribbean. The course will deal with Pre-Columbian culture as well as the influences of Spain, Portugal, and the United States. An inter-disciplinary course illustrating the dynamics of contemporary culture and society. Fulfills distribution requirement in history, philosophy or religion. No prerequisite. Taught in English. No knowledge of Spanish necessary. Alternate years. Offered 1980-81.

Mrs. Hendrickson

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course, and much poetry will be read orally and discussed. Alternate years. Offered 1980-81.

Ms. Merrick

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1979-80.

Mr. Barriga

322 Theater of the Golden Age of Spain

Development and characterization of the Spanish Theater with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Alternate years. Offered 1979-80.

Ms. Merrick

324 Contemporary Spanish-American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1980-81.

Staff

325 Nineteenth Century Spanish Prose

Studies in the essay, short story, and novel of romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1980-81.

Staff

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1980-81.

Staff

400 Seminar

An intensive study of a particular aspect of Spanish literature, civilization, or culture to be determined by the instructor in consultation with the students. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

SOCIOLOGY AND ANTHROPOLOGY

Professor Hook

Assistant Professors Emmons, Hinrichs
(*Chairman*), Klein, Loveland, and Sobal
Lecturer Itzkowitz

Studies in the department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field. Students can also receive a basic orientation to anthropology.

The department averages about 30 majors a year. These majors go on to graduate school in social work, sociology, urban planning, law communication, law enforcement, criminology, anthropology, health care, theology, and library science and careers in teaching, business and fields related to the graduate programs cited. The department has an active chapter of Alpha Kappa Delta, the Sociological Honor Society. In the Undergraduate Record Exam in Sociology, senior majors consistently average around the 80th percentile. The department is firmly com-

mitted to experiential learning and a wide range of internships are available to interested students. Field trips and travel seminars are also an ongoing part of the departmental program. An effective Student-Faculty Liaison Committee operates within the department to provide a means to respond to the particular needs and interests expressed by students.

Requirements and Recommendations. Concentration in sociology and anthropology requires the successful completion of nine courses in the department. Sociology 101 is normally a prerequisite for all other sociology courses; and anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background.

Exemption from Sociology 101 is possible through satisfactory performance in a written examination. Students majoring in the department must take 101, 302, 303, 304, 400 or 460, one course in anthropology, and any three of the remaining departmental offerings. In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students do not customarily enroll for both Sociology 400 and 460. Students are expected to complete the Undergraduate Program Field Test (of the Educational Testing Service) in sociology in the spring semester of the senior year.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 165 is recommended as preparation for graduate study in sociology.

All courses except Sociology 204, 301, 302 and 303 may be used toward fulfilling distribution requirements in social science.

SOCIOLOGY**101 Introductory Sociology**

A study of the basic structures and dynamics of human societies; the development of principles and basic concepts used in sociological analysis and research; discussion of such topics as culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

A survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties including an ongoing analysis of issues in the news.

Mr. Emmons

202 Wealth, Power, and Prestige

An examination of social ranking and rating systems, including a discussion of such topics as social classes, social mobility, and economic and political power, as well as informal prestige and fame.

Mr. Emmons

203 Population

Analysis of demographic trends and related population problems. Topics include: population theories, mortality, fertility, over-population, human ecology, population and the eco-system.

Mr. Sobal

204 The Sociology of Popular Culture

Analysis of popular culture as reflection of society, as factor in socialization, and as economic institution. Topics include rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising.

Mr. Emmons

205 Sociology of Religion

Examination of the relation between religion and society. Topics include definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society, with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology, beginning with a discussion of criminal law and an analysis of the current data on the extent of crime. Comprehensive examination of criminal justice system: the police, the courts, and corrections. Other topics include crime causation, criminal behavior systems, and victimology.

Mr. Hinrichs

208 Urban Sociology

A study of urban areas using social scientific perspectives. Topics will include the historic development of cities, the urban community, urbanism as a unique way of life, urban ecology, city planning, and other aspects of metropolitan dynamics.

Mr. Sobal

209 Racial and Ethnic Relations in America

A comprehensive study of ethnic and minority relations in the United States. Topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community. Case studies include such groups as black Americans, white Protestant Americans, American Indians, and Chinese Americans.

Mr. Emmons

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change. Not offered every year.

Staff

212 Social Deviation

Examination of the concept of social deviance and exploration of the various theories of deviance. Emphasis is given to conflict, structural-functional, and interactionist perspectives, as well as to biological and psychological causation theories. Topics for discussion include alcohol and drug use, sexual deviation, mental illness, and skid row.

Mr. Hinrichs

213 Political Sociology

An analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined. Not offered every year.

Staff

214 Sociology of Organizations

A study of the complex organizations, such as business and industrial corporations, churches, schools and universities, prisons, and others. Not offered every year.

Staff

217 Sociology of Women

Micro and macro level analysis of the role of women in contemporary society. Course centers on discussion of sex roles in today's world; social causes of sex role differentiation; the various forms of sexual inequality; and proposed solutions. Topics include socialization; the place of women in American educational, occupational, and political systems; and the women's movement. Not offered every year.

Staff

218 Sociology of Work

Analysis of occupational and industrial structures. Topics include: industrialization, social organization of work, formal and informal work structures, worker-management relations, occupational mobility, and career development. Special attention is given to professional and managerial career patterns and to the development of the professions. Not offered every year.

Staff

301 Sociology of Social Welfare

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice, with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case work, group work, and community organization.

Staff

302 Methods of Sociological Investigation

An exploration of the research process, examining the planning, design and gathering of data for social scientific analysis. The fundamental problems of doing research, such as sampling, measurement, reliability and validity, will be considered for several data gathering techniques, including survey research, participant observation, content analysis, and experiments.

Mr. Sobal

303 Data Analysis and Statistics

A continuation of Sociology 302 treating the analysis and reporting of social science data. The logic of data analysis, statistics, and use of the computer will be considered.

Mr. Sobal

304 The Development of Sociological Theory

An examination of the ideas and important contributions of selected theorists in the development of sociological thought, with emphasis given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of various sociological topics under the direction of a member of the departmental staff. The particular seminar to be given each semester will be listed at the time of registration. Intended primarily for senior majors, but open in special cases to juniors or well qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Individual study in fields of special interest outside the scope of regular course offerings. Consent of the Chairman and of the instructor is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a member of the department. Presentation of a formal paper incorporating the results of the research. Required for departmental honors. Juniors and Seniors.

Staff

ANTHROPOLOGY**102 Introduction to Anthropology: Biological Anthropology and Human Evolution**

A survey of the biological and/or cultural changes comprising human evolution and inter-relationships between these two aspects. Discussion of man's primate heritage and continuing evolution.

Mr. Loveland

103 Introduction to Anthropology: Social-Cultural Anthropology

The comparative study of human social institutions and cultures, as well as consideration of theories which purport to account for the origin, maintenance, or change in these.

Mr. Loveland

211 Native Americans: A Survey of Amerindian Cultures

An introduction to the traditional aspects of Native American cultures and the present day situation of Native Americans. Analysis of the role of socioeconomic, political, legal, and religious factors in the process of rapid socio-cultural change. Examples will be drawn from the major culture areas of North America.

Mr. Loveland

215 Culture and Personality

A study of the influence of cultural patterns and social institutions upon the structure and dynamics of the human personality and the socialization of the individual.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of the systems of belief and knowledge utilized to explain illnesses in various cultures and the attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, and herbal medicines. Ethnographic examples are drawn mainly from American Indian and African societies.

Mr. Loveland

SPANISH — SEE ROMANCE LANGUAGES AND LITERATURES

GETTYSBURG

Campus Life



INTRODUCTION TO THE CAMPUS LIFE PROGRAM

The campus life program of Gettysburg College, like the academic program, is directed toward the single purpose of enhancing the student's liberal education. The academic program is indeed central, but the residential, religious life, and extracurricular programs provide for the fullness of experience that gives added meaning to the academic. This commitment to fullness of experience means that the entire campus community — faculty, students, and administration share a concern for, and involvement in, the campus life program.

LIVING ACCOMMODATIONS

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community are expected to live in a College residence hall or fraternity unless they have special permission from the Office of the Dean of Students to live in off-campus housing. During the 1978-79 academic year the percentage of students, by class, living in various types of housing were:

	Women		
	On Campus	Off Campus	
Freshmen	100%	0%	
Sophomores	99%	1%	
Juniors	82%	18%	
Seniors	39%	61%	
	Men		
	On Campus	Off Campus	Fraternities
Freshmen	100%	0%	0%
Sophomores	50%	4%	46%
Juniors	31%	23%	46%
Seniors	13%	40%	47%

RESIDENCE HALLS

The majority of students at Gettysburg College live in College residence halls. Carefully selected student counselors and residence coordinators work closely with these students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. Students are encouraged to take responsibility for residence hall governance. They have equal representation, along with faculty members and administration, on the Residential Life Commission, which is charged with setting the regulations which apply to all College residences.

The College offers a variety of residential options, including opportunities for special interest housing for those students who wish to live together and work on a project of mutual interest throughout the academic year. There are both large and small residential units. Some house freshman men or women only; others house men or women of all classes. One hall houses men and women on alternate floors.

Most student rooms are arranged for double occupancy. There are a few singles and some large enough to accommodate three or four persons. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Gordon-Davis Linen Supply Company, rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in rooms.

FRATERNITY HOUSES

On and surrounding the Gettysburg College campus, there are twelve fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.

DINING ACCOMMODATIONS

All freshman and sophomore students must take their meals at the College Dining Hall with the exceptions of those living at home and of fraternity members and pledges who may choose to take their meals in fraternity houses. Juniors and seniors have the option of taking their meals in the Dining Hall on an individual meal or term basis or they may eat elsewhere.

RELIGIOUS LIFE AND CHAPEL COUNCIL

A major source of vitality at Gettysburg College is the people and programs of the Chapel and the Chapel Council. Though completely voluntary, a comprehensive Chapel program attracts students and faculty members holding a variety of religious commitments and is designed to provide opportunities appropriate to their needs and desires. One of the objectives of the College is to make it possible for students to grow in the understanding and practice of their own religious tradition, to appreciate the religious traditions of others, and to understand the relationship between faith and reason.

Corporate worship is a part of the Chapel's program; students from a variety of traditions worship in Christ Chapel each Sunday. The service is led by the College Chaplains and the Chapel Choir. There is a Roman Catholic Mass on campus each Sunday evening, and a Quaker service in the Planetarium every Sunday morning. The Churches in the community also welcome students, and their pastors participate in the on-campus Chapel programs. Smaller groups of students participate in an informal service on Monday evening; in a half-hour Communion on Wednesday evenings; and in Morning Light, a brief service of reading, prayer, silence and music each weekday morning before classes.

The Chapel Council, composed of 40 students representing the four college classes and all student committees, meets weekly to coordinate 26 programs. The *Tutorial Program* provides tutors for pupils in the local schools; 100 students participate in this program each year. The *Chapel Lecture Committee* sponsors outstanding speakers and films on both religious and social issues, and it supports a short term "Visiting Theologian" and "Student Lecture Series".

Two seminars on *Love, Sex and Marriage* are held each year under the sponsorship of the Council. Each January the Council sponsors the *New York Field Trip* and a yearly *Awareness Trip* is sponsored with the Sociology Department. Past trips have been to Appalachia and John's Island, South Carolina. *Bible Study* is held each week throughout the year.

Communities of Risk are groups of ten students and a resource person committed to an exploration of ways of being human. Each *COR* group meets for one overnight a week for a semester at the Dean's Conference House. *SEARCH* is a common interest group composed of ten students who desire to explore the meaning of Christian community. *Chai* is a common interest group for persons interested in Jewish culture that meets for social activities and a deeper understanding of Judaism. *Inter-Varsity* and *Fellowship of Christian Athletes* meet weekly for fellowship and renewal.

Pre-Seminary Students gather each month to hear speakers and discuss their professional goals. The *Community Services Program* involves 100 students in visitation at local homes and institutions for the aged and physically and mentally handicapped, and is the on-campus liaison for the community *big brother/sister program*. Ad hoc groups of students concerned with social justice, world community, and human rights issues are sponsored and supported by the Council throughout the year.

In cooperation with the Office of the Dean of Students, the Council sponsors *Freshmen Overnights* and *BRIDGE*, a small group developmental program for freshmen. The Chapel Council formed the College's *Energy Use Planning Group* and cooperates with other campus groups on world hunger efforts. Two programs appropriate to faculty concerns, a *June Seminar on Religious Values in Higher Education*, and a *January Faculty Retreat*, are also sponsored by the Chapel.

Through these programs, and the personal counseling done by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Students. Several of these are listed below for the benefit of prospective students.

Alcohol Policy The College does not encourage the use of alcoholic beverages by students. Pennsylvania State Law provides that any person less than 21 years old who attempts to purchase, purchases, possesses, consumes, or transports any alcoholic beverage within Pennsylvania is subject to fine or imprisonment or both. The College expects the student to know and obey this law and its provisions. The College will not accept the responsibility for enforcing this law, but neither will the College in any way impede the legitimate efforts of the state to do so. Inappropriate behavior following the consumption of alcoholic beverages will be subject to disciplinary action by the College.

On-campus drinking is limited to residential living units, and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is subject to disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, visitation in private quarters of residence halls is limited to the following hours:

Sunday-Thursday	10:00 A.M.-12:00 midnight
Friday	10:00 A.M.-1:00 A.M.
Saturday	10:00 A.M.-2:00 A.M.

Any living unit (residence hall floor, cottage, or fraternity) may further limit the "open" hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place at any time the living unit is open in designated public areas of all residences.

STUDENT GOVERNMENT

The faculty and administration believe that the College should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections. Some of the more important College agencies which involve students are described in the paragraphs which follow.

Residential Life Commission The Residential Life Commission is an organization composed of members of the student body, faculty, and College administration. This Commission has responsibility for studying matters and developing policies pertaining to student residential life and student conduct. Business may be brought to the Commission or legislation proposed by any member of the College community. The Commission's decisions are final except in cases where the President of the College or members of the College Board of Trustees initiate a review procedure.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate also nominates students for service on certain committees of The Board of

Trustees. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and works with other college groups to plan such campus activities as Homecoming. Another important function of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

The Honor Commission The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the Dean of Students staff. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Students.

Student Conduct Review Board This committee handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives of the Interfraternity Council and Panhellenic Council, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social activities.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures Through a lecture program, which complements classroom study, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on a topic related to those years. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the general area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

John B. Zinn Seminars These seminars, established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, 1924-1959, bring men and women of outstanding ability in the field of Chemistry to present seminars on topics of current interest to the College campus.

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

PERFORMING ARTS

By sponsoring student organizations and department programs, the College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir, which has received international recognition, appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. By means of auditions held at the beginning of each school year, choir members are selected for voice quality, truthfulness of ear, and musical feeling.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Marching Band The Gettysburg College Marching Band opens its fall season with a band camp in preparation for performances at football games, rallies, and parades. The Band also hosts an annual High School Band Day.

Symphonic Band Auditions for the Symphonic Band are based on instrumental tone quality, technique, and musicianship. Besides the home appearances, an annual tour is taken to nearby communities and neighboring states.

Membership in small ensembles, such as the clarinet choir, the percussion ensemble, the woodwind quintet, and the brass and jazz ensembles, is open to qualified musicians.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, Owl and Nightingale, under the direction of the Director of Theatre Arts, each year offers four major productions. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre. The Players tour at least one production annually to regional high schools and colleges.

Laboratory Theatre Now in its seventeenth season, Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights.

Otherstage In addition to sharing the facilities of the black box Studio Theatre with Lab, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

The CPC Summer Theatre Practicum This is an offering of the Central Pennsylvania Consortium, housed on the Gettysburg Campus. While offering cultural stimulation to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum, a college credit course whose members serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Artist in Residence During the year, usually in the January Term, the College has one or more Artists in Residence on the campus. These are drawn from the fields of music, theatre, and dance. An Artist in Residence works with students in demonstrating the skills and craft of the creative performing artist.

STUDENT COMMUNICATION MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen early in the fall term.

WZBT The College radio station (90.3 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

STUDENT ORGANIZATIONS AND ACTIVITIES

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study and a distinguished academic record. Gettysburg College faculty members and administrators who belong to Phi Beta Kappa elect students to the Gettysburg Chapter.

DEPARTMENTAL, PROFESSIONAL, AND HONORARY SOCIETIES

Alpha Kappa Delta: national sociological honor society

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national dramatic honor fraternity

American Marketing Association: organization for students interested in economics and business administration

Association of The U.S. Army: national military professional organization

Beta Beta Beta: national honorary society for students of biology

Delta Phi Alpha: German language society

Eta Sigma Phi: undergraduate fraternity for students of the classics

Hispanic Culture Society

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: music fraternity

Phi Sigma Iota: national foreign language honorary

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in political science, business administration, and economics

Psi Chi: national honorary society for students of psychology

Sceptical Chymists: organization of students in chemistry

Sigma Alpha Iota: music fraternity

Sociology Club

Society for Physics Students: student section of the professional society, affiliated with the American Institute of Physics; open to all students interested in physics.

Social Fraternities and Sororities On the Gettysburg College campus there are twelve men's social fraternities and seven women's sororities. All of these groups are nationally affiliated. These fraternal groups extend invitations for

membership after a "rushing" period which takes place at the beginning of the spring term. Each of these groups recognizes that the primary purpose of the College is academic; thus, each fraternal group encourages good scholarship.

WOMEN'S SORORITIES

Alpha Delta Pi	Chi Omega	Gamma Phi Beta
Alpha Xi Delta	Delta Gamma	Sigma Kappa
		Sigma Sigma
		Sigma

MEN'S FRATERNITIES

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau	Phi Kappa Psi	Sigma Nu
Omega	Phi Sigma Kappa	Tau Kappa
Lambda Chi	Sigma Alpha	Epsilon
Alpha	Epsilon	Theta Chi
Phi Delta Theta		

COLLEGE UNION

College life is not solely a series of treks from the classroom to the dorm to the cafeteria and back to the dorm again. A chance to relax, to enjoy some light entertainment, to get a cup of coffee, or to share conversation with friends, faculty, and administration in an informal atmosphere is available at the College Union. For student use and enjoyment the College Union provides the following facilities:

INFORMATION DESK—information to answer questions is offered daily

BULLET HOLE—available for a snack or a break from routine meals

BOOKSTORE—a student-oriented store, moderately priced; open Monday-Friday 9-5

CRAFT CENTER—located in the basement of Plank Gym, the center offers the opportunity to experiment with new crafts such as pottery, jewelry, batik, macrame, and photography

GAMES ROOM—offers pinball, billiards, air hockey, electronic tennis; Monday-Saturday 12-10, Sunday 2-10

DARK ROOM—for student use only; under supervision of Photography Club

BALLROOM—seats 2,000 and is the scene of dances, concerts, plays, and lectures

TABLE TENNIS AND SHUFFLEBOARD—located in rear ballroom

SWIMMING POOL
BOWLING LANES
READING LOUNGE
TELEVISION LOUNGE
ART GALLERY—located in upstairs lounge
DISPLAY SHOWCASES
MEETING ROOMS
STUDENT GOVERNMENT OFFICES

COLLEGE UNION BOARD OFFICE
RADIO STATION—WZBT, 90.3 on your dial
RECORD LISTENING ROOMS
BLACK STUDENT UNION
EMERGENCY PHONE SYSTEM

At the College Union Information Desk alone, the College Union professional and student staff provide the following services:

CAMPUS AND COMMUNITY INFORMATION	SUBSCRIPTIONS
TRAVEL INFORMATION	CAMPING EQUIPMENT, BIKE RENTALS
XEROX AND MIMEOGRAPHING SERVICE	CAMPUS DIRECTORY FILE
LOST AND FOUND	CAMPUS MAPS
SIGN PRESS FOR PUBLICITY & POSTERS	FILM PASSES AND TICKET SALES
LOCK RENTAL FOR LOCKER ROOMS	GAMES EQUIPMENT RENTAL
NEWSPAPERS (commercial and collegiate) and	MEETING ROOM RESERVATIONS (through Scheduling Coordinator)
	CHANGE SERVICE

In the area around the Information Desk the following additional services are available:

WEEKLY CALENDAR OF EVENTS—a list of activities occurring on campus during the week

BULLETIN BOARDS—organizational space may be arranged through the Scheduling Coordinator

RIDE AND EXCHANGE BOARD—a service designed to make finding transportation easier

POTPOURRI—a daily sheet of news shorts created and typed by students

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs, initiated by the student-composed College Union Board, reflect the Union's philosophy and goal to provide meaningful and enjoyable recreational, social, and cultural opportunities to complement the overall educational experience of being a student at Gettysburg College.

COLLEGE UNION HOURS:

Monday thru Friday	8 a.m. - midnight
Saturday	8 a.m. - 1 a.m.
Sunday	noon - midnight

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	—Football Soccer	Field Hockey Volleyball	Cross Country
Winter	—Basketball Swimming Wrestling	Basketball Swimming	Rifle
Spring	—Lacrosse Tennis	Lacrosse Tennis	Baseball Golf Track and Field

There are also informal clubs for women in cross country, track and field, and softball. Some intercollegiate competition is available in these sports.

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike racing, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

STUDENT SERVICES

Deans' Offices The Office of the Dean of Students, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Dean of Students and one Associate Dean assist students in making educational plans and solving academic problems. Another Associate and two Assistant Deans, located in the same area of Pennsylvania Hall, assist students with housing and fraternity and sorority matters. They frequently are also concerned with questions of discipline.

The Dean of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Assistant Deans of the College supply information concerning January Term programs, medical and dental school admission requirements, affirmative action, and institutional research.

Student Health Service The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A twenty-six bed infirmary is staffed twenty-four hours daily by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or the physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

COUNSELING OFFICE

The staff of the Counseling Office seeks to provide a variety of programs concerned with the growth and development of students as more effective and self-directing young adults.

Both preventative and remedial counseling for individuals and groups is primary to this service. Students, who usually initiate their own appointments, have access to the counseling and educational skills and activities of professional counselors. The service is designed to help them reach their optimal potential as well as to help those experiencing pronounced emotional difficulties, which if unattended would inhibit social and academic learning.

All consultation is without charge and held in strict confidence.

Staff counselors also offer programs of an educational-developmental nature such as those involving study skills, alcohol and drug information, human sexuality, assertiveness training, anxiety management, dealing with grief, and couples communication.

Campus organizations as well as residence hall groups may also use the skills of a counselor for workshops or for special problems such as group disharmony or improving communication.

The Counseling Office is located on the second floor of Pennsylvania Hall.

CAREER SERVICES OFFICE

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the campus community. Relatedly, the office provides a variety of programs and services to support students in the planning and implementation of the next step after graduation. Group-based sessions covering topics such as career planning, job hunting techniques, and resume writing are offered regularly, and individual assistance is also available. A library of career information, including employer literature, graduate school catalogues, and self-instructional materials is maintained for students' use. Seniors may take ad-

vantage of interview opportunities provided by employer and graduate school representatives who visit the campus annually.

All students are encouraged to become involved with the career services program early in their college careers to learn more about both the relationship between the liberal arts and career development and some means of working toward a satisfying post-graduation involvement.

FINANCIAL AID

Details about Financial Aid procedures are found in the Student Financial Aid Section of this catalogue.

FACILITIES

Gettysburg College has a 200 acre campus with 43 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837, to the John A. Hauser Fieldhouse constructed in 1973. A campus map appears at page 126.

Academic Facilities

The Library The College library collection is housed in the Schmucker Memorial Library Building and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 236,000 volumes, 29,000 microforms, 12,000 governmental publications, 7,000 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to about 1,100 journals. A new multi-million dollar Library/Learning Resources Center is scheduled to be completed in 1981.

The Open Door is a leaflet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania,

(continued on page 128.)

CAMPUS MAP

ADMINISTRATION OFFICES	Location
President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Dean of the College	Pennsylvania
Dean of Students	Pennsylvania
Development	Pennsylvania
Counseling Services	Pennsylvania
Librarian	Schmucker Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

ACADEMIC AREAS

Art	Christ Chapel
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Consortium	Weidensall
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed. ...	Bream Gym, Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Music	Brua
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary

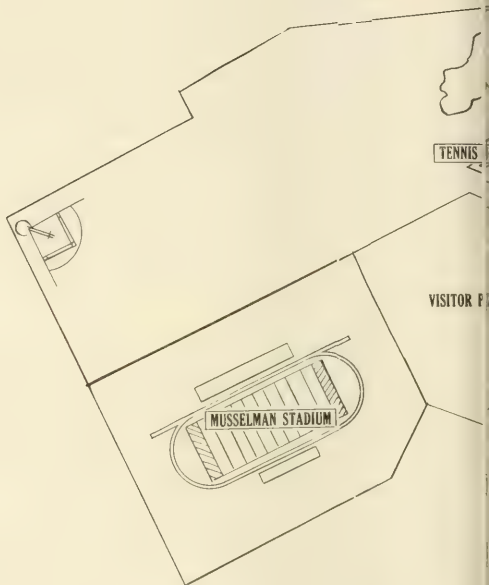
Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter
Theatre Arts	Glatfelter

RESIDENCE HALLS

MEN	WOMEN
Apple Annex	Apple
Patrick	Hanson
Paul	Huber
Rice	Musselman
	Patrick
	Stevens
	Stine

Services

Bookstore	College Union
Health Service	Infirmary
Post Office	Plank Gym
Snack Bar	College Union





PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Brua Hall	Music	Studies and Recital Hall
Classics Building	Classics	
Glatfelter Hall	Economics and Business Administration, English and Religion	Theatre Laboratory Studio, Computer Center
McKnight Hall	German and Russian, Romance Languages	Language Laboratory
Stahley Hall	Education and Mathematics	
Weidensall Hall	History and Philosophy	
West Building	Military Science	
White House	Political Science	

Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology, Psychology, Sociology and Anthropology	Electron Microscope, Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 6700 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Henry T. Bream Physical Education Building, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are six athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium; and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Six intercollegiate tennis courts are located adjacent to Musselman Stadium.

Living and Dining Facilities

The College has ten residence halls and four cottages for student housing, and a Dining Hall.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Infirmary, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, after complete renovation, was rededicated in 1970 and now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the residence of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used by the staff of Dean of Students Office and others for small group meetings.

GETTYSBURG

**Admissions,
Expenses,
and
Financial
Aid**



ADMISSION POLICY

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$15 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the College of his or her first choice, may submit an application for Early Decision acceptance. The application must be received by November 15 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Those students submitting applications for Early Decision who are not offered acceptance in December will automatically be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. The student earning a score of three or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after reviewing the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

COMPREHENSIVE ACADEMIC FEE PLAN

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain Health and Physical Education activity courses, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$400 per course or \$100 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1978-79 \$4260

BOARD

College Dining Hall (21 meals per week) \$ 780

ROOM RENTS

Costs for all College living facilities	\$ 670
Single rooms	\$ 870

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

Comprehensive Academic Fee	\$4260
Board	780
Dormitory Room	670
Books and Supplies	200
	<u>\$5910</u>

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the Bookstore is operated on a cash basis, students should be provided with \$200 each year to purchase books and supplies.

SPECIAL STUDENT FEES

Any student who is not a candidate for a degree will be charged at the rate of \$440 per course or \$110 per quarter course.

PAYMENT OF BILLS

Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, PA 17325 by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on August 15 and the second due and payable on January 10. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms.

Of the advanced payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages.

Every continuing student in the College is required to pay a fee of \$100.00 by the time of Spring Registration. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

VETERANS' ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Business Office at the College.

INSURED TUITION PLAN

The Insured Tuition Payment Plan is a combination of a prepayment installment plan covering four years of college expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

BOARD

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

HOUSING POLICY

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Students Office. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

REFUND POLICY

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Dean of Students Office.

Refunds of the portion of the half-year bill paid for comprehensive academic fee and room rental are not made unless the student is required to withdraw because of the student's serious illness or unless the student who withdraws has a Guaranteed Student Loan guaranteed by a federal, state or private agency.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question.

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund

More than one-half of
the period covered
by the half-year
bill

No Refund

Note: January Term withdrawals for reasons
stated above:

Withdrawal in first half of January Term	100% refund 2nd half- year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds.

INSURANCE

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under a student health and accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

STUDENT FINANCIAL AID

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Financial Aid Office at Gettysburg College. (Applicants for admission need not send the IRS Form 1040 unless specifically requested.)

A prospective student seeking financial aid should forward the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded by a faculty committee in the form of grants, loans or a combination of these. All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—grants-in-aid made available by Gettysburg College.

Coach Recommended Grant—Certain male and female financial aid applicants with exceptional athletic ability will receive aid up to financial need in the form of Coach Recommended Grants. Such recipients are recommended to the faculty committee on financial aid by the Director of Intercollegiate Athletics. The aid is renewable in this form so long as need continues, the recipient continues to participate in the College's intercollegiate athletic program, and he or she maintains a sound academic record.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately one-fourth of the students receive financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Students, and on the reverse side of the Notification of Financial Aid.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID) STUDENT AID

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Memorial Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams or Carroll County.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who

demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D. D., is used to provide scholarships to needy and deserving students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvin Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazelton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazelton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The Stuart Warrenfeltz Scholarship Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

LOAN FUNDS FOR STUDENTS

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

OTHER AID FOR STUDENTS

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Aero Oil Company Scholarship: The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 217 N. Sixth St., P.O. Box 639, Reading, Pennsylvania 19603.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Presser Foundation Scholarship: An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Sons of Union Veterans of the Civil War Scholarship: An award provided by the Sons of Union Veterans is given to a worthy student.

Weaver - Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Basic Educational Opportunity Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship: An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan.

GETTYSBURG

Register



*Dr. Charles E. Glassick
President*

BOARD OF TRUSTEES¹

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Hershey Foods Corporation, Hershey,
Pennsylvania

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Vice Chairman

Chairman of the Board, York Shipley, Inc.,
York, Pennsylvania

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Secretary

Lutherville, Maryland

JAMES G. APPLE (1978)

Vice President, Butter Krust Baking Company,
Sunbury, Pennsylvania

***JOHN A. APPLE** (1953-1964) (1964-1977)

President, Butter Krust Baking Company,
Sunbury, Pennsylvania

JOHN H. BAUM (1976)

Publisher and Vice President, The
Patriot-News Company, Harrisburg,
Pennsylvania

JOHN Z. BOWERS (1977)

President, Macy Foundation, New York, New
York

HAROLD BRAYMAN (1969)

Wilmington, Delaware

HENRY T. BREAM (1972)

Gettysburg, Pennsylvania

ALBERT R. BURKHARDT (1970)

Maryland Synod Trustee

Pastor, First Lutheran Church, Ellicott City,
Maryland

PAUL E. CLOUSER (1967)

Central Pennsylvania Synod Trustee

Attorney, Harrisburg, Pennsylvania

RALPH W. COX (1972)

Manager, Connecticut General Life Insurance
Co., Philadelphia, Pennsylvania

GEORGE F. DIXON, JR. (1978)

Chairman of the Board, Carlisle Corporation,
Carlisle, Pennsylvania

GUY S. EDMISTON (1977)

Central Pennsylvania Synod Trustee

Secretary, Central Pennsylvania Synod,
Harrisburg, Pennsylvania

WILLIAM S. EISENHART, JR. (1967)

Attorney, York, Pennsylvania

CHARLES H. FALKLER (1973)

Senior Vice President and Regional
Administrator, National Central Bank, York,
Pennsylvania

PAUL L. FOLKEMER (1973)

Maryland Synod Trustee

Folkemer Photo Service, Ellicott City,
Maryland

CHARLES E. GLASSICK (1977) *ex-officio*

President, Gettysburg College, Gettysburg,
Pennsylvania

HENRY W. GRAYBILL, JR. (1977)

Alumni Trustee

Executive Vice President, Mutual Inspection
Bureau, Harrisburg, Pennsylvania

ROBERT D. HANSON (1974)

Alumni Trustee

Attorney, Harrisburg, Pennsylvania

JOHN A. HAUSER (1967)

Biglerville, Pennsylvania

EDWIN T. JOHNSON (1977)

President, The Johnson Companies,
Philadelphia, Pennsylvania

JUDITH W. KIP (1974)

Wyncote, Pennsylvania

HOWARD J. McCARNEY (1958-1960) (1966),
ex-officio

President, Central Pennsylvania Synod,
Lutheran Church in America, Harrisburg,
Pennsylvania

DAVID L. McMORRIS, M.D. (1973)

Alumni Trustee

Physician, Litchfield Park, Arizona

G. THOMAS MILLER (1963-1967) (1975)

Central Pennsylvania Synod Trustee

Attorney, Harrisburg, Pennsylvania

JOHN M. MUSSELMAN (1968)

Attorney, Harrisburg, Pennsylvania

RAMON R. NAUS (1975)

Chairman of the Board, Naus and Newlyn,
Inc., Philadelphia, Pennsylvania

PATRICK F. NOONAN (1978), *Alumni Trustee*
President, The Nature Conservancy, Arlington,
Virginia

THOMAS C. NORRIS (1974)

Vice President-Operations, P. H. Glatfelter
Company, Spring Grove, Pennsylvania

PAUL M. ORSO (1968), *ex-officio*

President, Maryland Synod, Lutheran Church
in America, Baltimore, Maryland

JAMES A. PERROTT (1975), *Alumni Trustee*

Judge, Baltimore, Maryland

***PAUL H. RHOADS** (1960-1972)

Attorney, Harrisburg, Pennsylvania

***JOHN S. RICE** (1939-1968) (1969-1972)

Former Ambassador to the Netherlands, Ft.
Lauderdale, Florida

CARROLL W. ROYSTON (1973)

Attorney, Towson, Maryland

***WILLIAM H. B. STEVENS** (1959-1971)

Gettysburg, Pennsylvania

F. WILLIAM SUNDERMAN, M.D. (1967)

Director, Institute for Clinical Sciences,
Philadelphia, Pennsylvania

DONALD M. SWOPE (1977)

Attorney, Gettysburg, Pennsylvania

JAMES I. TARMAN (1978), *Alumni Trustee*

Associate Director of Athletics and Assistant
to the Dean, Pennsylvania State University,
University Park, Pennsylvania

RAYMOND A. TAYLOR, M.D. (1966)

Radiologist, York Hospital, York, Pennsylvania

CHARLES W. WOLF (1970)

Attorney, Gettysburg, Pennsylvania

EARL W. ZELLERS (1979) *Central*

Pennsylvania Synod Trustee

Pastor, St. Mark's Lutheran Church, Annville,
Pennsylvania

IRVIN G. ZIMMERMAN (1966)

Vice President, The Bell Telephone Company
of Pennsylvania, Philadelphia, Pennsylvania

¹The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

*Honorary Life Trustees.

ADMINISTRATION
(1978-79 Academic Year)

Charles E. Gassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A.,
Ph.D., Princeton University; D.Sc., University
of Richmond

Paul G. Peterson 1959-
Assistant to the President
B.A., St. Olaf College; M.S.M., Union
Theological Seminary

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M.,
Yale Divinity School

Stephen D. Samuelson 1975-
Associate Chaplain
B.A., Michigan State University; M.Div.,
Lutheran School of Theology

Elizabeth Senft-Risch 1978-
Chapel Intern
B.A., State University of New York at
Stony Brook; M.L.S., University of
Maryland

Leonard I. Holder 1964-
Dean of the College and Professor of
Mathematics
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University

G. Ronald Couchman 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College

Robert C. Nordvall 1972-
Assistant Dean of the College
B.A., DePauw University; J.D., Harvard Law
School; Ed.D., Indiana University

Mary Margaret Stewart 1959-
Assistant Dean of the College
A.B., Monmouth College (Illinois); Ph.D.,
Indiana University

Richard K. Wood 1969-
Director of Computer Facilities
B.A., Earlham College; M.S. (2), University of
Wisconsin

Barbara J. Henderson 1978-
Coordinator of Administrative Computing
B.A., University of Colorado; M.A., Indiana
University

Gregory K. Winegar 1978-
Administrative Programmer

Delwin K. Gustafson 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D.,
University of Nebraska

Daniel A. Dundon 1972-
Assistant Director of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

Joseph E. Zamborsky 1973-
Assistant Director of Admissions
B.A., Gettysburg College; M.S.,
Shippensburg State College

Marguerite Carroll 1977-
Admissions Counselor
A.B., Duke University

Jean L. Kaminski 1978-
Admissions Counselor
B.A., Gettysburg College

Janet O. R. Smith 1962-
Admissions Counselor

James H. Richards 1974-
Librarian
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Mary G. Burel 1970-
Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S.,
Florida State University

David T. Hedrick 1972-
Audio Visual Librarian
B.A., Emory and Henry College; M.A.,
University of Denver

Gwen Hepner 1978-
Catalogue Librarian
B.S., M.S.L.S., Shippensburg State College

Dwight A. Huseman 1971-
Serials/Documents Librarian
A.B., Susquehanna University; B.D., S.T.M.,
Lutheran Theological Seminary,
Philadelphia; M.S.L.S., Drexel University

Anna Jane Moyer 1961-
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University

Frances H. Playfoot 1972-
Assistant Readers' Services
Librarian/Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College

Nancy C. Scott 1960-
Catalogue Librarian
B.A., M.L.S., University of Pittsburgh

Frank B. Williams 1966-
Dean of Students
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania

Ralph W. Arend, Jr. 1975-
Associate Dean of Students
B.A., Denison University; M.A., Ph.D., Ohio
University

Michael Malewicki 1976-
Assistant Dean of Students
B.A., Gettysburg College

Shelley Miller 1977-
Assistant Dean of Students
B.A., University of Delaware; M.Ed.,
University of Miami

Nancy C. Locher 1968-
Associate Dean of Students
B.A., Mary Baldwin College; M.A., University
of North Carolina

Salvatore Ciolino 1971-
Director of Financial Aid
B.A., State University of New York at
Geneseo; M.S., State University of New York
at Albany

Don A. Crewell 1978-
Assistant Director of Financial Aid and
Coordinator of Minority Affairs
B.A., M.Ed., Lehigh University

William H. Jones 1964-
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin; Ed.D., Boston
University

Deanna Forney 1978-
Director of Career Services
B.A., Gettysburg College; M.A., The
Pennsylvania State University

J. Michael McGrath 1967-
Consulting Psychiatrist
B.S., University of Notre Dame; M.D.,
Temple University School of Medicine

T. Thorne Wiggers 1978-
Counseling Psychologist
A.B., Cornell University; M.S., Miami
University; Ph.D., University of Rochester

Edward F. McManness 1970-
Director of the College Union
B.S., M.S., East Texas State University; M.B.A.,
Mt. St. Mary's College

Ann McKittrick 1974-
Assistant Director of the College Union
B.A., Moravian College

Clare N. Shumway 1977-
Medical Director
M.D., University of Buffalo School of Medicine

Douwe L. Radsma 1961-
College Physician
M.D., University of Amsterdam

Ruth Kane 1964-
Head Nurse
R.N., Mercy Hospital, B.S., Duquesne
University

John Schlegel 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Gary L. Anderson 1973-
Bookstore Manager
B.A., University of Albuquerque; M.B.A., Mt.
St. Mary's College

Robert A. Pickel 1974-
Assistant Bookstore Manager
B.A., Gettysburg College

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

Rex Maddox 1956-
Superintendent of Buildings and Grounds

John Coleman 1979-
Director of Physical Facilities

Nicolaas P. Schindeler 1968-
Superintendent of Engineering and
Construction
B.S. in Mechanical Engineering, Amsterdam
Technical College

James A. Treas 1971-
Director of Safety and Security

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Director of Development
B.S., Denison University; M.S., Miami
University

Richard E. Walker 1963-
Director of Planned Giving
B.A., Gettysburg College

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S.,
Shippensburg State College

Mildred D. Johnson 1953-
Administrative Assistant in Alumni &
Development
B.A., Gettysburg College

Willard G. Books 1966-
Director of Public Relations
B.A., Adrian College

Paul D. Mangan 1976-
News Bureau Director
B.S., Mt. St. Mary's College

Robert B. Kenworthy 1965-
Sports Information Officer

THE FACULTY (1978-79 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A.,
Ph.D., Princeton University; D.Sc., University
of Richmond

Leonard I. Holder 1964-
Dean of the College and Professor of
Mathematics
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University

EMERITI

R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of
Music

Albert Bachman 1931-1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation,
University of Zurich; Ph.D., Columbia
University

M. Esther Bloss 1953-1968
Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia
University

Henry T. Bream 1926-1969
Professor of Health and Physical Education,
Emeritus
B.S., Gettysburg College; M.A., Columbia
University

Albert W. Butterfield 1958-1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S.,
University of Michigan

Martin H. Cronlund 1957-1973
Dean, Emeritus
B.A., Gettysburg College; M.A., Temple
University

Helen H. Darrah 1961-1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

William C. Darrah 1957-1974
Professor of Biology, Emeritus
B.S., University of Pittsburgh; L.H.D.,
Gettysburg College

Edith Fellenbaum 1963-1968
Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns
Hopkins University

John G. Glenn 1925-1966
Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D.,
Princeton University

Carl Arnold Hanson 1961-1977
President, Emeritus
B.A., University of Akron; Ph.D., Cornell
University; LL.D., University of Akron; L.H.D.,
Roanoke College; LL.D., Dickinson Law
School

William D. Hartshorne, Jr. 1928-1959
Professor of Romance Languages, Emeritus
A.B., M.A., Haverford College; Diplôme de
Professeur de français à l'étranger, Université
de Toulouse

F. Stanley Hoffman 1956-1977
Treasurer, Emeritus
B.S., M.S., Gettysburg College

W. Ramsay Jones 1956-1975
Dean, Emeritus
B.A., Gettysburg College

Katherine K. Taylor Rood 1947-1966
Professor of English, Emerita
B.A., University of Oregon

Charles A. Sloat 1927-1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University

Lillian H. Smoke 1959-1974
Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia
University

Parker B. Wagnild 1937-1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran
Theological Seminary, Gettysburg; M.S.M.,
Union Theological Seminary; M.A., New York
University; Mus.D., Thiel College; D.D.,
Gettysburg College

Glenn S. Weiland 1949-1974
Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Waldemar Zagars 1956-1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

CURRENT FACULTY

Angela Aguirre 1977-
Instructor in Romance Languages
B.A., City College of the City University of
New York; M.A., Queens College of the City
University of New York

Paul R. Baird 1951-
Associate Professor of Economics and
Business Administration
B.A., M.A., The Pennsylvania State University

Robert D. Barnes 1955-
Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke
University

Guillermo Barriga 1951-
Associate Professor of Romance Languages
B.S., Columbian Naval Academy; M.A.,
Middlebury College; Ph.D., University of
Madrid

Edward J. Baskerville 1956-
Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia
University

Neil W. Beach 1960-
Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

F. Eugene Belt² 1966-
Associate Professor of Music
A.B., Western Maryland College; M.A., New York University

Michael Birkner 1978-
Instructor in History
B.A., Gettysburg College; M.A., University of Virginia

Gareth V. Biser 1959-
Associate Professor of Health and Physical Education
B.S., Gettysburg College; M.S., Syracuse University

Robert L. Bloom 1949-
Adeline Sager Professor of History
B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University

A. Bruce Boenau 1957-
Professor of Political Science, Department Chairman
A.B., Amherst College; A.M., Ph.D., Columbia University

Harry F. Bolich 1947-
Associate Professor of Speech
Sc.B., Sc.M., Bucknell University

Donald M. Borock 1974-
Associate Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Lois J. Bowers 1969-
Assistant Professor of Health and Physical Education
B.S., Temple University; M.Ed., Western Maryland College

Bruce W. Bugbee 1958-
Associate Professor of History
A.B., College of William and Mary; A.M., Ph.D., University of Michigan

A. Ralph Cavaliere 1966-
Professor of Biology, Department Chairman
B.S., M.S., Arizona State University; Ph.D., Duke University

Linda C. Cavalluzzo 1978-
Instructor in Economics and Business Administration
B.A., M.A., State University of New York at Buffalo

John F. Clarke² 1966-
Professor of English
B.A., Kenyon College; M.A., Stanford University

Glendon F. Collier 1957-
Assistant Professor of German and Russian
B.A., Franklin and Marshall College; M.A., University of California, Berkeley

Chan L. Coulter 1958-
Professor of Philosophy
B.A., University of Iowa; M.A., Ph.D., Harvard University

David J. Cowan 1965-
Associate Professor of Physics, Department Chairman
B.S., M.A., Ph.D., University of Texas

Basil L. Crapster¹ 1949-
Professor of History, Department Chairman
A.B., Princeton University; A.M., Ph.D., Harvard University

David L. Crouner 1967-
Associate Professor of German and Russian
B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers - The State University of New Jersey

Paul R. D'Agostino 1969-
Associate Professor of Psychology
B.S., Fordham University; M.A., Ph.D., University of Virginia

Theodore C. Daniels 1954-
Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse University

Joseph D. Donolli 1971-

Assistant Professor of Health and Physical Education
B.S., University of Delaware; M.Ed., Temple University

Harold A. Dunkelberger 1950-

Amanda Rupert Strong Professor of Religion, Department Chairman
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Columbia University

Charles F. Emmons 1974-

Assistant Professor of Sociology and Anthropology
B.A., Gannon College; M.A., Ph.D., University of Illinois

Ann K. Fender 1978-

Associate Professor of Economics and Business Administration
A.B., Randolph Macon Woman's College; Ph.D., The Johns Hopkins University

George H. Fick 1967-

Associate Professor of History
A.B., Harvard University; M.A., University of Minnesota; Ph.D., Harvard University

Kermit H. Finstad 1970-

Assistant Professor of Music
B.A., St. Olaf College; M.M., The Catholic University of America

David E. Flesner 1971-

Associate Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D., University of Michigan

Norman O. Forness² 1964-

Associate Professor of History
B.A., Pacific Lutheran University; M.A., Washington State University; Ph.D., The Pennsylvania State University

Donald H. Fortnum 1965-

Professor of Chemistry
B.S., Carroll College (Wisconsin); Ph.D., Brown University

CAPT Thomas L. Foster 1975-

Assistant Professor of Military Science
B.A., Virginia Polytechnical Institute and University

Lewis B. Frank 1957-

Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A., The Johns Hopkins University

Robert S. Fredrickson 1969-

Associate Professor of English
B.A., DePauw University; M.A., University of Minnesota; Ph.D., University of North Carolina

Edwin D. Freed 1948-51, 1953-

Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Fryling 1947-50, 1958-

Professor of Mathematics, Department Chairman
B.A., Gettysburg College; M.S., Ph.D., University of Pittsburgh

CAPT Archibald Galloway 1978-

Assistant Professor of Military Science
A.B., College of William and Mary

Judith Gay 1976-

Assistant Professor of Psychology
B.A., Findlay College; M.A., Ph.D., Bowling Green State University

Robert M. Gemmill 1958-

Associate Professor of Economics and Business Administration
B.A., Gettysburg College; M.A., University of Pennsylvania

Russell P. Getz 1976-

Associate Professor of Music
B.S., Lebanon Valley College; M.S., University of Pennsylvania; Ed.D., The Pennsylvania State University

Richard B. Geyer 1954-

Graeff Professor of English, Department Chairman
A.B., M.A., Miami University; Ph.D., Northwestern University

Charles H. Glatfelter 1949-

Professor of History
B.A., Gettysburg College; Ph.D., The Johns Hopkins University

Gertrude G. Gobbel 1968-

Associate Professor of Psychology
B.S., The Pennsylvania State University; M.S., University of Illinois; Ph.D., Temple University

Derrick K. Gondwe 1977-
Assistant Professor of Economics and
Business Administration
B.A., Lake Forest College; M.A., University of
Wisconsin; Ph.D., University of Manitoba

Carolyn C. Gotay 1977-
Assistant Professor of Psychology
B.A., Duke University; M.A., Ph.D., University
of Maryland

Winston H. Griffith 1978-
Instructor in Economics and Business
Administration
B.Sc., University of the West Indies; M.A.,
Howard University

Eugene M. Haas 1954-
Professor of Health and Physical Education
and Director of Intercollegiate Athletics
B.A., Gettysburg College; M.A., Columbia
University

Louis J. Hammann 1956-
Associate Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity
School; M.A., The Pennsylvania State
University; Ph.D., Temple University

J. Richard Haskins 1959-
Professor of Physics
B.S., University of Texas; Ph.D., Ohio State
University

Susan J. Hathaway 1978-
Assistant Professor of Chemistry
B.A., M.A., State University of New York at
Potsdam; Ph.D., University of New Hampshire

C. Robert Held 1954-55, 1956-
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton
University

John T. Held¹ 1960-
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia
University; M.S., University of Illinois

Caroline M. Hendrickson 1959-
Assistant Professor of Romance Languages
A.B., Wellesley College; M.A., Columbia
University

Thomas J. Hendrickson 1960-
Associate Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa
State University

Sherman S. Hendrix 1964-
Associate Professor of Biology
B.A., Gettysburg College; M.S., Florida State
University; Ph.D., University of Maryland

Janet S. Hertzbach 1978-
Assistant Professor of English
B.A., Gettysburg College; M.A., Ph.D., Indiana
University

MAJ Eugene F. Heyman, Jr. 1977-
Assistant Professor of Military Science
B.A., Texas A & M University; M.A., Central
Michigan University

Edmund R. Hill 1961-
Associate Professor of Economics and
Business Administration
B.Com., McGill University; M.A., Ph.D.,
University of Pittsburgh

Donald W. Hinrichs 1968-
Assistant Professor of Sociology and
Anthropology, Department Chairman
B.A., Western Maryland College; M.A.,
University of Maryland; Ph.D., Ohio State
University

Wade F. Hook 1967-
Professor of Sociology and Anthropology
A.B., Newberry College; B.D., Lutheran
Theological Southern Seminary; M.A.,
University of South Carolina; Ph.D., Duke
University

Robert T. Hulton 1957-
Associate Professor of Health and Physical
Education
B.A., Grove City College

R. Eugene Hummel 1957-
Associate Professor of Health and Physical
Education
B.A., Gettysburg College; M.A., Columbia
University

Chester E. Jarvis 1950-
Professor of Political Science
A.B., M.A., University of California, Berkeley;
Ph.D., University of Pennsylvania

LTC Robert Karsteter 1978-
Professor of Military Science, Department
Chairman
B.A., M.S., Texas A & M University

John M. Kellett 1968-
Associate Professor of Mathematics
B.S., Worcester State College; M.S., Rutgers
- The State University of New Jersey; Ph.D.,
University of Florida

Grace C. Kenney 1948-
Associate Professor of Health and Physical
Education
B.S., New York University; M.A., Columbia
University

Randall M. King 1975-
Assistant Professor of Mathematics
B.A., Franklin and Marshall College; M.A.,
University of Maryland; Ph.D., Duke University

Laura F. Klein 1978-
Assistant Professor of Sociology and
Anthropology
A.B., Washington Square College of Arts and
Science, New York University; M.A., Ph.D.,
New York University

Arthur L. Kurth 1962-
Professor of Romance Languages
B.A., Yale College; Ph.D., Yale University

L. Carl Leinbach 1967-
Associate Professor of Mathematics
B.A., Lafayette College; M.A., University of
Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970-
Associate Professor of Romance Languages
Ph.D., New York University

Ada G. Lewis 1977-
Instructor in Economics and Business
Administration
B.S., M.Ed., Indiana University of Pennsylvania

Ralph D. Lindeman 1952-
Professor of English
B.A., University of Pittsburgh; M.A., Columbia
University; Ph.D., University of Pittsburgh

Jack S. Locher 1957-
Associate Professor of English
M.A., University of Chicago; Ph.D., University
of Pennsylvania

Rowland E. Logan 1958-
Assistant Professor of Biology
A.B., University of California, Los Angeles;
M.S., Ph.D., Northwestern University

John H. Loose¹ 1959-
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; M.A.,
Ph.D., University of Chicago

Franklin O. Loveland 1972-
Assistant Professor of Sociology and
Anthropology
A.B., Dartmouth College; M.A., Lehigh
University; M.A., Ph.D., Duke University

Richard T. Mara 1953-
Sahm Professor of Physics
B.A., Gettysburg College; M.S., Ph.D.,
University of Michigan

Laurence A. Marschall² 1971-
Associate Professor of Physics
B.S., Cornell University; Ph.D., University of
Chicago

Michael Matsinko 1976-
Instructor in Music
B.S., M.M., West Chester State College

Arthur McCardle 1969-
Assistant Professor of German and Russian
B.A., M.A., Ph.D., Columbia University

John K. McComb 1971-
Associate Professor of English
B.A., M.A., Southern Methodist University;
M.A., Ph.D., The Johns Hopkins University

Carol Ann Merrick 1977-
Assistant Professor of Romance Languages
B.A., Emmanuel College; M.A., Ph.D.,
University of Wisconsin

Fredric Michelman² 1973-
Assistant Professor of Romance Languages
B.S. Ec., University of Pennsylvania; M.A.,
Middlebury College; Ph.D., University of
California, Los Angeles

Jan E. Mikesell² 1973-
Assistant Professor of Biology
B.S., M.S., Western Illinois University; Ph.D.,
Ohio State University

John C. Miller³ 1973-
Associate Professor of Romance Languages,
Department Chairman
A.B., Rutgers - The State University of New
Jersey; M.S. Ed., Southern Illinois University;
M.A., University of Maryland; D.M.L.,
Middlebury College

William T. Miller 1977-
Instructor in Health and Physical Education
B.S., M.Ed., Norwich University

Carey A. Moore 1955-56, 1959-
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D., The
Johns Hopkins University

M. Scott Moorhead 1955-
Associate Professor of Mathematics
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Kenneth F. Mott 1966-
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A.,
Lehigh University; Ph.D., Brown University

Samuel A. Mudd 1958-64, 1965-
Professor of Psychology, Department
Chairman
B.A., Gettysburg College; M.S., Ph.D., Purdue
University

Marsha A. Munie 1978-
Instructor in Art
B.A., Southern Illinois University; A.M.,
University of Illinois

James P. Myers, Jr. 1968-
Associate Professor of English
B.S., LeMoyne College; M.A., University of
Arizona; Ph.D., University of Massachusetts

Jeri A. Myers 1978-
Instructor in Health and Physical Education
B.S., M.S., West Chester State College

Katsuyuki Niiro 1972-
Assistant Professor of Economics and
Business Administration
B.A., M.A., University of Hawaii; M.A., Ph.D.,
University of Pittsburgh

Norman K. Nunamaker 1963-
Associate Professor of Music
A.B., Bowling Green State University; M.M.,
Ph.D., Indiana University

Joseph P. Nyitray 1974-
Associate Professor of Political Science
A.B., Cornell University; M.A., Ph.D., Ohio
State University

CAPT Bruce Olson 1978-
Assistant Professor of Military Science
B.S., U.S. Military Academy

Bruce L. Packard 1971-
Associate Professor of Education
B.A., Gettysburg College; Ed.M., Ed.D.,
Temple University

William E. Parker 1967-
Associate Professor of Chemistry
B.A., Haverford College; M.S., Ph.D.,
University of North Carolina

Howard C. Parks 1966-
Assistant Professor of Classics
B.A., Kenyon College; M.A., Ohio State
University

Jeffrey L. Patterson 1976-
Instructor in Economics and Business
Administration
B.A., Gettysburg College; M.B.A., Temple
University

Alan Paulson 1978-
Assistant Professor of Art
B.F.A., Philadelphia College of Art; M.F.A.,
University of Pennsylvania

Ruth E. Pavlantos 1963-
Pearson Professor of Classics, Department
Chairman
B.A., College of Wooster; M.A., Ph.D.,
University of Cincinnati

James D. Pickering 1954-
Professor of English
A.B., A.M., Wesleyan University; Ph.D.,
Columbia University

Thane S. Pittman 1972-
Associate Professor of Psychology
B.A., Kent State University; M.A., Ph.D.,
University of Iowa

Charles E. Platt 1957-
Professor of Psychology
A.B., Wittenberg University; M.A., Ph.D., Ohio
State University

William D. Powers 1977-
Instructor in Music
B.S., Gettysburg College; M.Ed., The
Pennsylvania State University

Ingolf Qually 1956-
Professor of Art, Department Chairman
B.A., St. Olaf College; B.F.A., M.F.A., Yale
University

David P. Rahn 1976-
Instructor in Health and Physical Education
B.S., M.S., University of Delaware

William F. Railing 1964-
Professor of Economics and Business
Administration, Department Chairman
B.S., United States Merchant Marine
Academy; B.A., The Johns Hopkins University;
Ph.D., Cornell University.

Ray R. Reider 1962-
Assistant Professor of Health and Physical
Education
B.A., Gettysburg College; M.Ed., The
Pennsylvania State University

Norman E. Richardson 1945-
William Bitteringer Professor of Philosophy,
Department Chairman
A.B., Amherst College; B.D., Yale Divinity
School; Ph.D., Yale University

Michael L. Ritterson 1968-
Assistant Professor of German and Russian
A.B., Franklin and Marshall College; Ph.D.,
Harvard University

Russell S. Rosenberger 1956-
Professor of Education, Department Chairman
B.S., Geneva College; M.Litt., Ed.D.,
University of Pittsburgh

William Rost 1974-
Assistant Professor of Health and Physical
Education
B.A., M.S., Indiana University

Alex T. Rowland 1958-
Professor of Chemistry, Department Chairman
B.A., Gettysburg College; Ph.D., Brown
University

Calvin E. Schildknecht 1959-
Ockershausen Professor of Chemistry
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

Carolyn J. Schlie 1975-
Assistant Professor of Health and Physical
Education
B.S., Valparaiso University; M.S., Indiana
University

Emile O. Schmidt 1962-
Professor of English and Director of Dramatics
A.B., Ursinus College; M.A., Columbia
University

Henry Schneider, III 1964-
Franklin Professor of German, Department
Chairman
A.B., M.A., Ph.D., Princeton University

Allen C. Schroeder 1967-
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The
Catholic University of America

W. Richard Schubart 1950-
Associate Professor of Philosophy
A.B., Dartmouth College; A.M., Columbia
University

Walter J. Scott 1959-
Associate Professor of Physics
B.A., Swarthmore College; M.S., Lehigh
University

Jack Douglas Shand 1954-
Associate Professor of Psychology
B.A., Amherst College; M.A., Harvard
University; Ph.D., University of Chicago

Howard G. Shoemaker 1957-
Associate Professor of Health and Physical
Education
B.A., Gettysburg College; M.A., Columbia
University

Samuel A. Shrager 1978-
Instructor in Economics and Business
Administration
B.B.A., M.A., Temple University

Lee M. Siegel 1978-
Instructor in Economics and Business
Administration
B.A., Queens College of The City University of
New York; M.A., State University of New York
at Buffalo

James F. Slaybaugh 1964-
Assistant Professor of Education
A.B., Roanoke College; M.Ed., The
Pennsylvania State University

Carol D. Small 1969-
Instructor in Art
B.A., Jackson College of Tufts University;
M.A., The Johns Hopkins University

Robert L. Smith 1978-
Assistant Coach in Football and Track
B.S.P.E., University of Delaware; M.Ed.,
University of Maine

Jeffery Sobal 1977-
Assistant Professor of Sociology and
Anthropology
B.A., Bucknell University; M.A., Ph.D.,
University of Pennsylvania

Ralph A. Sorensen 1977-
Assistant Professor of Biology
B.A., University of California, Riverside; Ph.D.,
Yale University

John R. Stemen 1961-
Associate Professor of History
B.A., Yale University; M.A., Ph.D., Indiana
University

Mary Margaret Stewart 1959-
Professor of English
A.B., Monmouth College (Illinois); Ph.D.,
Indiana University

Barry H. Streeter 1975-
Head Football Coach
B.A., Lebanon Valley College; M.S., University
of Delaware

Amie G. Tannenbaum¹ 1968-
Instructor in Romance Languages
A.B., Hood College; M.A., The George
Washington University

Donald G. Tannenbaum 1966-
Associate Professor of Political Science
B.B.A., M.A., City College of the City
University of New York; Ph.D., New York
University

Robert H. Trone 1956-
Assistant Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity
School; M.A., Ph.D., The Catholic University of
America

Ethel L. Viti 1978-
Assistant Professor of Romance Languages
B.A., University of Montevallo; M.A., Ph.D.,
Duke University

Robert M. Viti 1971-
Assistant Professor of Romance Languages
B.A., St. Peter's College; M.A., Ph.D., Duke
University

Janis H. Weaner² 1957-
Assistant Professor of Romance Languages
B.A., Mary Washington College of the
University of Virginia; M.A., New York
University

Dexter N. Weikel 1962-
Associate Professor of Music, Department
Chairman
B.S., Susquehanna University; M.A., The
Pennsylvania State University; D.M.A.,
Peabody Conservatory of The Johns Hopkins
University

Richard T. Wescott 1966-
Associate Professor of Health and Physical
Education, Department Chairman
A.B., Colby College; M.Ed., Boston University;
P.E.D., Indiana University

Conway S. Williams 1949-
Associate Professor of Economics and
Business Administration
A.B., Columbia University; M.S., Columbia
University School of Business

John R. Winkelmann 1963-
Associate Professor of Biology
B.A., University of Illinois; M.A., Ph.D.,
University of Michigan

Robert F. Zellner 1968-
Associate Professor of Music
B.S., West Chester State College; M.A., Lehigh
University

¹Sabbatical leave, Fall and January Terms, 1979-80

²Sabbatical leave, January and Spring Terms, 1979-80

³Sabbatical leave, Academic Year, 1979-80

OTHER INSTRUCTIONAL PERSONNEL (1978-79 Academic Year)

R. Henry Ackley
Lecturer in Music
A.B., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of
Music

Mary T. Baskerville
Lecturer in Interdepartmental Studies
B.A., Hunter College; M.A., Ph.D., Columbia
University

Shirlee S. Cavaliere
Laboratory Instructor in Biology
B.A., Butler University; M.S., Arizona State
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Charlene M. Cerasa

Lecturer in Economics and Business
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B.S., Elizabethtown College

David P. Chowanec

Lecturer in Romance Languages

B.A., University of Scranton; M.A., Villanova
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Kathleen M. Ciolino

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B.S., M.S., State University of New York at
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Sherry Conway

Part-time Assistant Basketball Coach

B.S., Slippery Rock State College

Elizabeth W. Daniels

Laboratory Instructor in Biology

B.A., Miami University

Doris M. Deaner

Part-time Lecturer in Education

B.S., Gettysburg College

José A. Díaz

Visiting Professor of Romance Languages

B.A., University of Puerto Rico; M.F.A., Yale
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1979-80 CALENDAR

FALL TERM

September 1-4, Saturday-Tuesday
September 5, Wednesday at 8:00 A.M.
October 6, Saturday
October 12, Friday
October 12-14, Friday-Sunday
October 22, Monday
November 20, Tuesday at 4:00 P.M.
November 26, Monday at 8:00 A.M.
December 8, Saturday at noon
December 10-15, Monday-Saturday

Orientation and Registration
Classes begin
Alumni Homecoming
Fall Honors Day
Fall Parents' Weekend
Mid-term reports
Thanksgiving recess begins
Thanksgiving recess ends
Last day of classes
Final examinations

JANUARY TERM

January 3, Thursday at 8:00 A.M.
January 30, Wednesday at 5:00 P.M.

January Term begins
January Term ends

SPRING TERM

February 7, Thursday
February 8, Friday at 8:00 A.M.
March 25, Tuesday
March 28, Friday at 4:00 P.M.
April 8, Tuesday at 8:00 A.M.
April 25, Friday
April 25-27, Friday-Sunday
May 16, Friday
May 17, Saturday
May 19-24, Monday-Saturday
June 1, Sunday

Registration
Classes begin
Mid-term reports
Easter recess begins
Easter recess ends
Spring Honors Day
Spring Parents' Weekend
Last day of classes
Pre-Registration
Final Examinations
Baccalaureate (10:00 A.M.)
Commencement (2:00 P.M.)

STATISTICAL SUMMARY

Students in College

1978 Full-Time Enrollment
Fall Term

	M	W	Total
Senior	232	244	476
Junior	235	211	446
Sophomore	248	254	502
Freshman	294	256	550
	1009	965	1974

Geographic Distribution Full-Time Students
1978 Fall Term

	Number of Students	Percent
Pennsylvania	651	33.0
New Jersey	530	26.8
New York	246	12.5
Maryland	200	10.1
Connecticut	150	7.6
Massachusetts	44	2.2
Virginia	29	1.5
Delaware	26	1.3
Other States and Foreign Countries	98	5.0
	1974	100%

STUDENT RETENTION

Of the students who entered Gettysburg as freshmen in September 1974, 68% were graduated by August, 1978, 1.5% who had not met the graduation requirements continued at Gettysburg, 5.5% were required to withdraw from Gettysburg for academic reasons.

ENDOWMENT FUNDS

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Alumni Memorial Endowment Fund

Frank D. Baker

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell

Class of 1919 Fund

A memorial to the Class

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson

Charles W. Diehl, Jr. '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Ford Foundation

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

John E. Jacobsen Family Endowment Fund

William J. Knox, '10

Frank H. Kramer, '14 and Mrs. Kramer

Harris Lee Estate

The Richard Levis Lloyd Fund

James MacFarlane, 1837

G. Bowers Mansdorfer, M.D. '26
 J. Clyde Markel, '00, and Caroline O. Markel
 Robert T. Marks
 Fred G. Masters, '04
 A. L. Mathias, '26
 John H. Mickley, '28
 A gift for endowment in memory of his brother
 William Blocher Mickley
 Alice Miller
 William J. Miller, Jr., '00
 Thomas Z. Minehart, '94
 Bernice Baker Musser
 Helen Overmiller
 Joseph Parment Company
 Mrs. Willard S. Paul, '31
 Nellie G. Royer
 Sarah Ellen Sanders
 Anna D. Seaman
 Paul R. Sheffer, '18
 A bequest to Gettysburg College in support of
 the educational program.
 Herbert Shimer, '96
 Robert O. Sinclair
 Albert T. Smith Memorial Fund
 James Milton Smith Fund
 Contributed by Mrs. Emma Hancock Smith as
 a memorial to her son James Milton Smith
 Anna K. and Harry L. Snyder
 Mary Heilman Spangler
 Charles M. A. Stine, '01
 Harvey W. Strayer, '10
 In memory of E. Ruth Strayer
 Vera & Paul Wagner Fund
 Walter G. Warner Memorial Fund (by Bergliot
 J. Warner)
 Leona S. & L. Ray Weaver Memorial Fund
 Richard C. Wetzel

Jack Lyter Williams Memorial Fund
 Contributed by Mrs. Ernest D. Williams as a memorial to her son Jack L. Williams, Class of 1951.
Jeremiah A. & Annie C. Winter Memorial Fund
 Alice D. Wrather
 Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889–1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A fund to support the needs of the library.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh, '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by the Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairman of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoeever Alcove Fund A fund established by Laura M. Stoeever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

GETTYSBURG

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Schools.

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Jay P. Brown, *Bursar*

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Dea Forney, *Director of Career Services*

Central Pennsylvania Consortium

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GETTYSBURG

**Gettysburg
College—
The
Community**





Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural, consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1900 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for pre-law and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.



Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 21 academic areas: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.



The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting intensive academic experience in an area in which you have special interest. Individualized study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for non-academic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.







Through membership in the four-college Central Pennsylvania Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University, the United Nations Semester at Drew University, and the Merrill-Palmer Institute program in human development and family life at the Institute in Detroit. Many students each year study in foreign countries under our Junior Year Abroad program and India program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University and with Rensselaer Polytechnic Institute. There is a cooperative forestry program with Duke University. Under all of these programs a student begins his or her career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.





The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from a grant from a major foundation in recognition of the College's commitment to excellence in undergraduate teaching and from the College's own resources.

Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story was the subject of the motion picture made for television, "Journey From Darkness" Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. Three-quarters hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.





Gettysburg's 200-acre campus and 43 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is Schmucker Memorial Library. Total library collections include approximately 246,000 volumes, 32,000 microforms, 12,000 government publications, 7,700 records, and subscriptions to 1,100 journals. A new multi-million dollar Library/Learning Resources Center is scheduled to be completed early in 1981.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs 6700 computer which permits use in every major computer language to serve your educational needs. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have a powerful RCA EMU4 electron microscope so that students in the sciences can do any advanced work for which an electron microscope is a necessity.

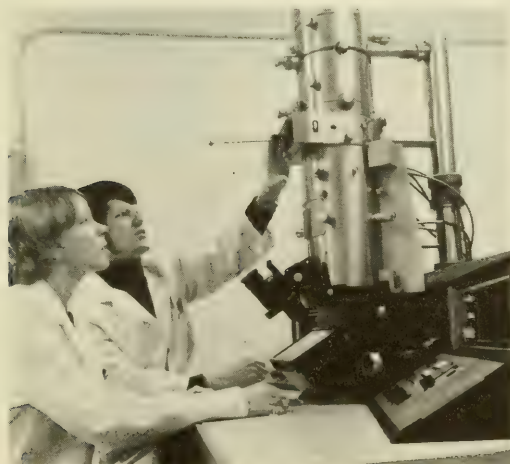
Ten residence halls, 11 fraternity houses, and four cottages provide you with variety in your housing choices. Eighty percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a recently constructed field-house, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 12 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many other





older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

A full and diverse program of cultural, extra-curricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Student Life Council is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 11 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.





To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, and a daily announcement sheet called "Potpourri." The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of 19 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, rifle, baseball, golf, and track and field. The teams in cross country, rifle, baseball, golf, and track and field are open to both men and women. In addition, there are separate women's teams in field hockey, volleyball, basketball, swimming, lacrosse, softball, and tennis.

The College is a member of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.



After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The career services office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, graduate school catalogues, and information about fellowships for graduate studies. Employment interviews with companies are offered on campus; more important, however, the career services office gives training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.



Admission to Gettysburg is on the basis of high academic attainment, evidence of ability to do good college work as indicated by aptitude tests, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by April 1. If you apply under the Early Decision Plan, you submit your application before November 15 of your senior year, and you will be notified of acceptance in early December.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$6600 for the 1980-81 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.





A TWO-MINUTE LOOK AT GETTYSBURG

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington, D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the capital of Pennsylvania.

Enrollment: The College seeks to limit its enrollment to 1900 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 43 buildings.

Library: Total collections of 246,000 volumes, 32,000 microforms, 12,000 government publications, 7,700 records, and subscriptions to 1,100 journals.

Faculty: 132 full time with three-fourths having an earned doctorate or the highest earned degree in their field. Faculty are involved in many scholarly and professional activities, but high quality of teaching is the prime goal of the faculty.

Academic Calendar: 4-1-4.

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors.

Special Programs: Junior Year Abroad, India program, Washington Semester in government, Washington Economic Policy Semester, United Nations Semester, Merrill-Palmer Institute program in human development and family life, Harrisburg Urban Semester, cooperative programs in engineering or forestry, certification in elementary and secondary education, January Term internships, Reserve Officers Training Corps, and complete exchange of courses with the other three colleges of the Central Pennsylvania Consortium.

National Honor Societies: Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life: 11 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities: Student-run FM radio station; student newspaper; full range of musical groups including two choirs, two bands, and orchestra; dramatics; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally-known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 12 intercollegiate sports for men, 12 intercollegiate sports for women, 15 intramural sports for men, and 11 intramural sports for women and 3 coeducational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and four cottages. All residence halls except two (which were recently renovated) erected since 1950. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel. The Chapel Council, composed primarily of students, has major responsibility for planning chapel programs which range from traditional religious services to seminars on love, sex, and marriage, to social action programs in the community.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

GETTYSBURG

**Academic
Policies
and
Programs**



ACADEMIC PURPOSES OF GETTYSBURG COLLEGE

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.
2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.
3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and

employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.

The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiatives toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977

The Academic Policies and Programs of the College have a primary goal: to assist the student to obtain an excellent liberal arts education. The liberally educated student will be capable of exercising mature, rational judgments based upon information carefully gathered and analyzed. Such a student will be motivated to continue independently the quest for knowledge after completion of formal studies. The liberal education should foster and reinforce in students a high sense of intellectual, social, and ethical values.

THE HONOR CODE

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

CURRICULUM

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities.

Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow both completion of graduation requirements and substantial opportunity to choose electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin their specialization in the freshman year and follow a closely prescribed sequence of courses. Premedical, pre dental, or preveterinary students must begin fulfilling pre-professional requirements in the freshman year.

The ONE of the 4-1-4: January Term

The 4-1-4 calendar divides the academic year into three terms: Fall, January, and Spring. During the fall and spring terms, each student takes four courses; during the January Term, each student takes one course.

The January Term offers both students and faculty freedom and opportunity not found in the other two terms. Because the student takes only one course and the faculty member teaches only one course, January Term frees both student and faculty member from the demands of other courses and departmental programs and the conflicts sometimes created by these competing demands. Both are freed to explore together a limited subject in some depth, to investigate topics they may be unable to investigate during the fall and spring terms, or to concentrate on one mutual interest.

Faculty members from different disciplines, or even the same discipline, may arrange with greater ease than in other two terms to team teach a course. Because neither the instructor nor the student has to rush to another class or lab, both are freed from the traditional class periods two or three days a week. They may design experiments which require their presence for long periods of time or which demand frequent monitoring. They may schedule long class meetings, frequent or infrequent meetings, depending upon the nature of the course.

Because of the flexible class schedule, faculty and students make greater use of off-campus facilities and situations for learning. Instructors may plan class trips to such places as the Buddhist Vihara, the Pentagon, the Supreme Court, or the National Gallery in Washington, D.C.; to the Winterthur Museum in Delaware; to the State Correctional Institution in Camp Hill, Pa.; to an open elementary public school in Baltimore, Md.; or to Revolutionary War and Civil War battle sites. Individual students may gather information for papers or projects at nearby public schools, government agencies, museums, historical societies, and libraries such as the Library of Congress.

Instructors may design courses in which students spend part of the term on campus in rather traditional learning situations and then spend the other part of the month visiting places

off campus. They may design a course which takes students off campus for the month of January, to settings as close as the South Mountain Rehabilitation Center in Franklin County, Pa., or as far away as Athens, Greece.

Students have the opportunity to study as exchange students at other colleges or universities which share the 4-1-4 calendar, to design individual research projects, to test their skills, knowledge, and interest in a practical work situation. Or they may select one of approximately one hundred courses offered on campus. Examples of courses offered in January 1980 include *The Art of the Woodcut*; *The Modern Spanish Film*; *Civil War Military History*; *Basic Danish*; *The Irish Literary Renaissance*; *Children's Literature*; *Religious Spin-Offs*; *Oceanography*; *Small Business Financial Management*; and *Sociology of Unexplained Phenomena*.

During January 1980, Gettysburg College students enrolled as exchange students at 12 institutions. Students traveled to England, France, Germany, Greece, Liberia, India, Japan, Mexico, and Canada to study theater, language, art, history, culture, ecology. To complete individualized research projects, Gettysburg students worked as far away as Lancaster, England, and as close as the Federal Communications Commission's field office in Gettysburg; they studied in the World Bank/IMF Joint Library in Washington, D.C.; they observed the winter habits of turkeys near Hesston, Pa.; they analyzed statistical data in the computer center of Gettysburg College. Students held internships in diverse areas: in senate, congressional, and agency offices in Washington, D.C., in a television station, in newspapers, in banks, in a probation office, in hospitals, in churches, in public school classrooms, in accounting firms, in a kindergarten in Neuenhaus, Germany, and in a Native American community in Saskatchewan, Canada.

The January Term offers a change of pace in the academic year. It is a term which is both more relaxed and more intense than the other two terms. The expectations for the January Term are high. But like anything that affords freedom and opportunity, the January Term demands responsible use of time, ability, and facilities by both faculty and students if these expectations are to be met.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining college regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, or during the sophomore year, when a student chooses a major field of study, a member of the major department becomes his or her adviser and assists in the preparation of the sophomore schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Office of Career Services maintains a library which includes a selection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus.

A student wishing to change the major course of study must secure the approval of the department in which he or she is a major and the one in which he or she desires to major. Juniors and seniors making such changes should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

CREDIT SYSTEM

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These course units should be equated to one semester hour.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including four January Term courses, plus 4 quarter courses in Health and Physical Education;
- 2) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

The requirements for the degree of Bachelor of Science in Music Education are found on page 36.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under Distribution Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 32). The departmental listings under Courses of Study (beginning on page 47) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the same purpose. Note that some Interdepartmen-

tal Studies courses fulfill requirements in history/philosophy/religion or in literature.

- 1) Demonstration of proficiency in written English. Such proficiency is demonstrated by passing English 101. A student wishing to be exempted from the requirement must first score sufficiently high on the Test of Standard Written English to qualify for a writing examination given on campus early in the fall and second must achieve a sufficiently high score on this examination to be exempted from the requirement.
- 2) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the designated intermediate level course or courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one course above the intermediate level.
- 3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.
- 4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.
- 5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish Literature.
- 6) Art, music, creative writing, or theatre arts: 1 course.
- 7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.
- 8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art	German	Philosophy
Biology	Greek	Physics
Business	Health and	Political Science
Administration	Physical Education	Psychology
Chemistry	History	Religion
Economics	Latin	Sociology and
English	Mathematics	Anthropology
French	Music	Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and October of the junior year. A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.

In addition to the major fields of study listed above, students may design a Special Major program which allows a student to design an interdepartmental concentration of courses that focus on particular problems or areas of investigation, which, though not adequately included within a single department or discipline, are worthy of concentrated study.

A *Special Major* is defined as a program of concentration in a field of study consisting of related courses in more than one department or in more than one major field of study. It shall consist of a minimum of eight courses, a substantial number of which should be on an advanced level.

Students interested in obtaining information about the Special Major and the procedures for declaring a Special Major are urged to consult with the Chairman of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic

work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

Students proposing to complete graduation requirements at a time other than in May (in August, in December, or in January) must have their programs approved by the Academic Standing Committee through the office of the Dean of Student Life and Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Student Life and Educational Services with the exceptions indicated in the paragraphs below.

Students who receive advanced credit or placement or who otherwise are able to complete graduation requirements in less than four full years, should plan to complete these requirements at the end of the fall, January, or spring term. Students should not plan to complete these requirements as a part-time student during their last term of residence.

The required quarter courses in health and physical education and the optional quarter courses in ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education activities in addition to the normal four course load during three terms of the junior and senior years.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any college course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

REGISTRATION

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

THE GRADING SYSTEM

Normally, courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing).

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale: A, 4; B, 3; C, 2; D, 1; and F, 0. A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record, but they are disregarded in the quality point average except in certain computations for honors.

The College also offers a Satisfactory/Unsatisfactory grading option. An S signifies satisfactory work and is given if a student performs at C level or higher; a U signifies unsatisfactory work and is given for D or F level work. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count towards graduation.

The only exception to the two course S/U limit per year is for seniors who are enrolled in either Education 475 or 477. These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean of the College or Dean of Student Life and Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do

not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

ACADEMIC STANDING

The Academic Standing Committee normally reviews student records at the end of each term. A student who is failing to make satisfactory progress towards graduation, may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

TRANSCRIPTS

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

WITHDRAWAL AND READMISSION

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the staff of the Dean of Student Life and Educational Services. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College, for whatever reason, must petition the Academic Standing Committee through the Office of the Dean of Student Life and Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

TRANSFER CREDIT

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 37. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs).

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 131), or Achievement Test of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

SENIOR SCHOLARS' SEMINAR

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects the future of man. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the habitat of man, conflict resolution, global disparities, computers and human communication, and aging and the aged. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar utilizes authorities of national stature to serve as resource persons. The list of persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom and Maggie Kuhn. Student participants in the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility, and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring term of their junior year. The purpose of these sessions is to define further the seminar

topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their senior year receive two course credits upon satisfactory completion of their work.

COMPUTER COURSES

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Business and Economics, Mathematics, Physics, Political Science, Psychology, and Sociology departments all offer courses that make significant use of the computer.

The College maintains a Burroughs 6700 computer with both batch and terminal processing, a Tektronix plotter, numerous terminals for student use, and many programmable calculators including a Tektronix programmable calculator with a plotter and graphics terminal. The Burroughs 6700 is a large scale computing system that provides language and software capability more typically available at large universities than at small colleges. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, and PL/1 languages and to software that includes major packages in statistics, word processing, scientific subroutines, operations research, and simulation.

While there are within the College over fifty courses that utilize the computer, the following courses offer a more concentrated study in the use of the computer.

- ECON 378 Business Data Processing Systems and Management
- MATH 174 Computer Methods
- MATH 275 Introduction to Computer Science
- MATH 276 Data Structures
- MATH 366 Numerical Analysis

TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the Sophomore year is essential for all of these programs.

Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 or J 9 (Social Foundations of Education - Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary, two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee of Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in art, biology, chemistry, physics, English, French, German, Latin, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, preferably in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year
 - Education 475 Elementary Student Teaching (2 courses)
 - Education 334 Corrective Reading
 - Education 309 Social Foundations of Education - Elementary

Student teaching (Education 475) consists of nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he or she completes two courses, Education 309 and 334.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.

The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the Fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
3. 12 courses in Music, as follows:
 - Music Theory
 - Music 141 (Theory I)
 - Music 142 (Theory II)
 - Music 241 (Theory III)
 - Music 242 (Theory IV)
 - Music 341 (Theory V)
 - Music 342 (Theory VI)
 - Music History and Literature
 - Music 312 (History of Medieval, Renaissance, and Baroque Music)
 - Music 313 (Music in Classic and Romantic Periods)
 - Music 314 (Music in the Twentieth Century)
 - Conducting
 - Music 205 (Choral Conducting)
 - Music 206 (Instrumental Conducting)
 - Applied Music
 - Music 456 (Senior Recital)
4. 5 courses in Music Education, as follows:
 - Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
 - Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
 - Music 474 (Student Teaching) (3 course units)
5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum
6. Electives and Certification Requirements:
 - Education 209 or J 9 (Social Foundations of Education)
 - Education 101 (Educational Psychology)
 - Plus a minimum of 3 other electives
7. 3 to 5½ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:
 - Major instrument—6 quarter courses
 - Piano—Approximately 4 quarter courses
 - Voice—2 quarter courses
 - Instrumental Techniques—7 quarter courses
8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.
9. The requirements for the Bachelor of Arts degree, listed on page 29.

The student in the Bachelor of Science program should consult with the Music Department as early as possible in order to arrange a four year program. In his or her freshman year he or she should schedule Music 141, 142; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, or religion; and a literature course. In the sophomore year the student should schedule Music 241, 242, and 312; two terms of a laboratory science; and Education 209 (or J 9). In his or her junior year a student should schedule Music 341, 342, 205, 206, 313, 314, and complete any remaining distribution requirements. In the senior year the student should schedule Education 101 (if not taken earlier); J 22 (Principles and Procedures of Teaching Music in Elementary School); and Music 321. The Education Term (Music 474) and Senior Recital (Music 456) must be scheduled during the spring term. In each fall and spring term the student should schedule applied music.

Employment Prospects in Teaching. Of the 1979 graduates who sought teaching positions in elementary education one hundred percent were teaching in the next school year; in music education one hundred percent; and in the secondary field one hundred percent.

Graduates of liberal arts colleges certified to teach voluntarily choose many avenues of endeavor after graduation; some go to graduate school, others enter business. The average salary for 1978 graduates reporting this information to the College was \$10,340.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

OFF-CAMPUS STUDY

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, Wilson, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty for individual courses, or for one or more terms. Off-campus opportunities also are provided through the Harrisburg Urban Semester. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Both credits and grades earned at a "host" college are transferred to Gettysburg. Students may take a single course or enroll at the "host" college for a semester, or a full year. Interested students should consult the Registrar.

The Harrisburg Urban Semester The Harrisburg Urban Semester (THUS) is a comprehensive one-term investigation of urban studies.

Students enrolled in THUS earn a full term's academic credit while living in Harrisburg, Pennsylvania, and participating in a variety of academic, socio-cultural, and internship experiences. The course and internship structure is intended for students from all departmental backgrounds.

Each internship is specially planned to accommodate the educational, vocational, and personal goals of the individual participant. Internships are available in federal, state, county, municipal, private, and religious organizations. They range from environmental protection, prison and probation, drug rehabilitation, day care, the Pennsylvania state legislature, mental health, city planning, legal services, and community organization, through an almost endless list of urban related areas. Fees for THUS are the same as Gettysburg's Comprehensive Fee. Students already receiving any form of financial aid are eligible to have such financial assistance applied to the cost of the program. Interested students should consult Dr. Ann K. Fender, Associate Professor of Economics and Business Administration for further information.

India Program The India Program is a summer and fall program at the University of Mysore in India. Students attending this course may earn Gettysburg in-residence academic credit for a full term, concentrating on Indian language, history, culture, and sociology. Independent study and course work with professors at the University of Mysore may also be arranged. Students will be in India from mid-July to mid-December, studying at the University of Mysore and taking field trips throughout India. Credit earned will fall within the Gettysburg College 35 course requirement; every effort will be made to keep total fees, including travel, comparable to Gettysburg's own charges. The on-campus coordinators are Dr. Harold A. Dunkelberger, Professor of Religion, and Dr. Janet P. Gemmill, Adjunct Assistant Professor in Interdepartmental Studies.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, executive officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. In addition to the regular Washington Semester program, related programs include the Foreign Policy Semester, the International Development Semester, and the Washington Urban Semester. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester

Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The seminar is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economy policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairman of the Department of Economics and Business Administration.

The United Nations Semester Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Students from any academic concentration who have taken an introductory course in political science and who maintain a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

The Merrill-Palmer Institute The Merrill-Palmer Institute in Detroit, Michigan sponsors a junior year program in human development and family life. It offers flexible, intense, and specialized programs for students interested in anthropology, psychology, sociology, child development and education, urban and community studies, and other fields related to human services. Admission is based on the student's maturity and readiness to make use of the style and varieties of learning opportunity provided. Students may attend a full year, one semester, or for a specified course during the January Term. Interested students should consult the Dean of Student Life and Educational Services or chairman of the Psychology Department for further information.

Junior Year Abroad Qualified students may apply for permission to spend either their entire junior year or one term of their junior year abroad. The Office of the Dean of Student Life and Educational Services maintains a file of information on programs of study in Europe, Latin America, and elsewhere. During the first term of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 3.00 in the major. Junior year abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Dean of Student Life and Educational Services.

PREPROFESSIONAL STUDIES

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a statement, available through the Admissions and Career Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should consult as early as possible with a member of the committee; a list of the members is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the

spring of the junior year, when the tests are taken. While most students who seek recommendation for admission to professional school major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following examinations: MCAT (medical), DAT (dental), VAT (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Sociology, with the Associate Dean of the College acting as chairman. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

With interested members of each entering class, the premedical committee chairman and members of the premedical committee discuss the requirements for admission to medical, dental, and veterinary schools and also alternatives to these careers. During the students' four years at Gettysburg, periodic meetings are held explaining the procedures which must be followed when seeking admission to the professional schools.

In the office of the Dean of the College a student may consult catalogues for various professional schools, as well as a collection of materials on allied health professions. Reference materials are available explaining programs in optometry, pharmacy, podiatry, physical therapy, public health, and health care administration. Also available are the medical and dental school admission requirements, and information on graduate programs in health sciences.

Certified Public Accounting Preparation Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. A student interested in a public accounting career should see page and contact Dr. William F. Railing, Chairman of the Department of Economics and Business Administration, as early as possible in his or her college career.

COOPERATIVE PROGRAMS

Engineering This program is offered jointly with Rensselaer Polytechnic Institute and also, with Pennsylvania State University. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from RPI or Pennsylvania State in one of the engineering disciplines. A student attending RPI under this program has the additional option of a 3-3 or a 4-2 program. These six year programs culminate in a bachelor's degree from Gettysburg and a master's degree from RPI.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to RPI or Pennsylvania State during the fall term of the student's junior year. A student who receives a recommendation from the Physics Department is guaranteed admission into the engineering program at one or both of these universities.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J 33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101 and 201, Speech 101, Economics 101-102 and a two course sequence in one of the humanities. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer. Because of the limited

flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Student Life and Educational Services a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources/Economic Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics, and physics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes management principles, the national defense structure, military history and leadership instruction. The fall term of both years involves one hour of classroom instruction and one hour of professional development lab per week. The spring term of each year is similarly organized except that a regularly scheduled college course is substituted for the weekly classroom hour for the purpose of academic enrichment. There is no military obligation involved with enrollment in the Basic Course.

The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each term entails three classroom hours and one professional development lab hour per week. In addition, Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students may apply for one, two or three-year

scholarships which pay full tuition and book expenses plus \$100.00 per month.

The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.

SENIOR HONORS

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

DEANS' HONOR LIST

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

John M. Colestock Award The award, contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extra-curricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of Student Life and Educational Services and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes. The income from a fund contributed by Earl Kresge Stock (1914) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award: This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award: This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an accumulative average of 2.70 or better in his or her major.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in the Department of Economics and Business Administration and to a senior major in the Department of Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.

Psi Chi Award The award is given to senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Residential Life Commission Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

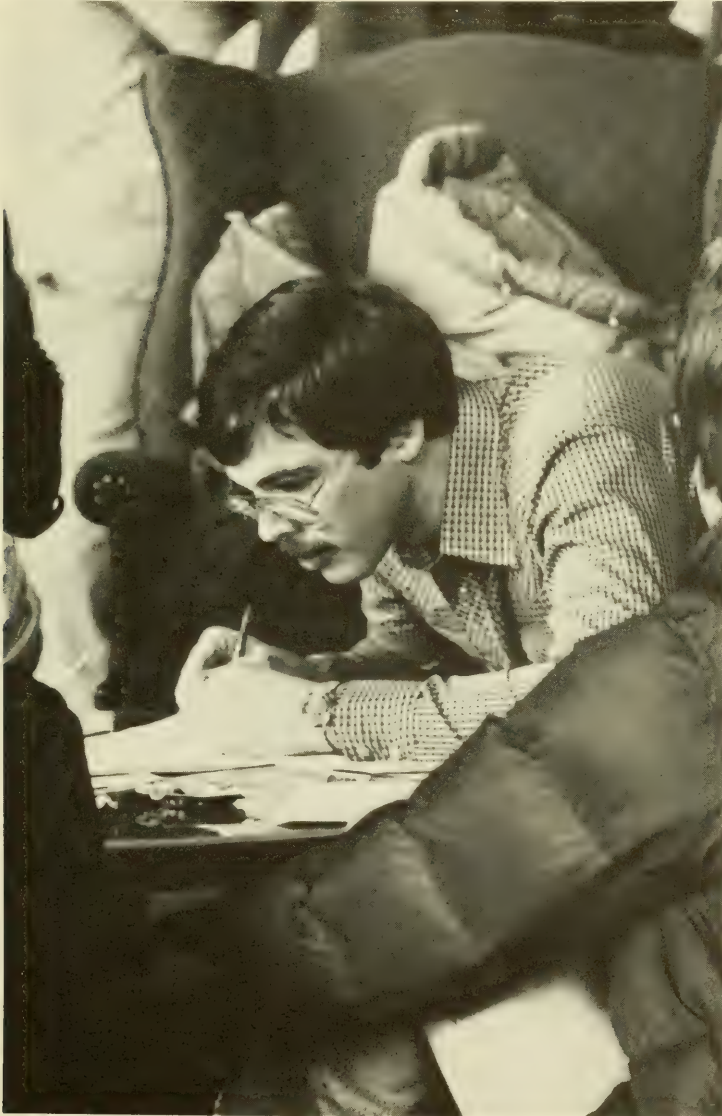
Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the Wall Street Journal is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

GETTYSBURG

**Courses
of Study**



Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

In general, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 29 and for a B.S. in Music Education at page 36. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

Distribution Requirements

Foreign Languages

History/Philosophy/Religion (This is in addition to the distribution requirement in Religion)

Literature

Art, Music, Creative Writing, or Theatre Arts

Laboratory Science

Social Sciences

Departments offering courses that fulfill the Requirement

Classics, German and Russian, Romance Languages

Classics, Interdepartmental Studies, History, Philosophy, Religion, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)

Classics, English, Interdepartmental Studies, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)

Art, English, and Music

Biology, Chemistry, Physics

Economics, Political Science, Psychology, Sociology and Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion department. The requirement of proficiency in written English can be demonstrated by passing English 101. A student may be exempted from the requirement on the basis of scores on the Test of Standard Written English and a writing examination given on campus early in the fall term.

The required 4 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

ART

Professor Qually (*Chairman*)
Assistant Professor Paulson
Instructor Small

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses. Any course in art history and theory may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 122, 141 and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history and theory. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121, 122 in the freshman year. Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

A collection of more than 30,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY AND THEORY OF ART

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the nineteenth century. An attempt will be made to investigate how social, political and even natural events have stimulated response in the function and style of painting, sculpture and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Mrs. Small

120 Theory of the Visual Arts

A course intended to give the liberal arts student a basic approach to visual experience, and to develop a vocabulary with which to communicate his or her sensory responses to the environment. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered. Recommended for students going into elementary teaching.

Mrs. Small

203 Italian Painting 1300-1600

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Particular attention will be given to Giotto, Masaccio, Piero della Francesca, Botticelli, Michelangelo, Raphael, Bellini and Titian for their importance to the development of painting and for the variety which they, and others, give to the Renaissance style. Lectures supported by color slides taken on location also provide an introduction to the understanding of visual form. Alternate years. Offered Fall 1980.

Mr. Qually

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternate years. Offered Spring 1981.

Mr. Qually

206 European Painting 1700-1900

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political and philosophical climate. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch. Alternate years. Offered Fall 1981.

Mr. Qually

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. *Prerequisite for art history majors:* Art 206.

Mrs. Small

215 History of Architecture and Sculpture to 1750

A critical study and comparative analysis of concepts of mass, volume and space as revealed by the architecture and sculpture of Egyptian, Greek, Roman, Medieval, Renaissance and Baroque civilizations, and as influenced by the cultural climate of each period. Although the chronological sequence will be observed, the main thrust of the course will be on critical analysis of structure and form, and aesthetic understanding of the works. Alternate years. Offered Spring 1981.

Mr. Paulson

216 History of Modern Architecture

A study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius and Corbusier toward creating new environments for contemporary society. Alternate years. Offered Fall 1981

Mr. Paulson

217 History of Modern Sculpture

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years. Offered Fall 1980.

Mr. Paulson

219 American Painting

A survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Mrs. Small

220 Painting in America Since 1900

The course begins with a consideration of American responses to twentieth-century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

Mrs. Small

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment for sculpture.

By agreement with the student, the department may retain selected student work.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students during their undergraduate years.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Qually

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Qually

127, 128 Beginning Painting

An introductory course designed to sharpen visual responses, to develop understanding of the interrelationship of color, form and space, and a grasp of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. Open to the general student as well as to majors. *Prerequisite for studio majors:* Art 121

Mr. Qually

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites for studio majors:* Art 121, 122.

Mr. Paulson

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Mr. Paulson

221, 222 Second Year Drawing

Advanced studio problems: more emphasis on drawing from nature when weather permits. Also, drawing the human figure. *Prerequisites:* Art 121, 122

Mr. Qually

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisites:* Art 127, 128.

Mr. Qually

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisites:* Art 131, 132.

Mr. Paulson

235, 236 Second Year Sculpture

The student will formulate and conduct a program of correlated studio projects entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisites:* Art 135, 136.

Mr. Paulson

321, 322 Third Year Drawing

Mr. Qually

327, 328 Third Year Painting

Mr. Qually

331, 332 Third Year Printmaking

Mr. Paulson

335, 336 Third Year Sculpture

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

Staff

BIOLOGY

Professors Barnes and A. R. Cavaliere
(*Chairman*)

Associate Professors Beach, Hendrix,
Schroeder, and Winkelmann

Assistant Professors Logan, Mikesell, and
Sorensen

Laboratory Instructors (Assistants)

S. Cavaliere, E. Daniels, M. Hinrichs,

M. Packard, P. Price, and H. Winkelmann

Courses in the Department are designed to provide a foundation in basic biological concepts and principles and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized Study and January Term courses unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major, and because of the unstructured nature of the biology curriculum, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany and one from the area of zoology.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of statistics and calculus. Any deficiency should be rectified with Mathematics 107 (Applied Statistics) and Mathematics 108 (Applied Calculus). Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111-112 (Calculus of a Single Variable).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January Term course designated for this purpose.

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

This course is designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life; the structural organization within which these processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Cavaliere, Beach
and Staff

111 Introductory Biology: The Cell

An introduction to the principles and processes of cellular biology. Chemistry; structure and function of organelles; membranes; energy relationships; cellular aspects of genetics, differentiation and development. Three class hours and laboratory

Mr. Schroeder and Staff

112 Introductory Biology: The Organism

An introduction to the principles relating to the adaptive biology of plants and animals; behavior; evolution; phylogeny; ecology. Three class hours and laboratory. Prerequisite: Biology 111 or permission of instructor.

Mr. Barnes and Staff

(Biology 111, 112 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories.

Mr. Winkelmann

205 Principles of Genetics

The principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory.

Ms. Logan

214 Biology of the Lower Organisms

Cellular and subcellular organization in viruses, bacteria, protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. Three class hours and laboratory.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

A synopsis of embryo-producing plants; covers primarily liverworts, mosses, fern allies, ferns and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

220 Physiology of Plant Growth and Development

The physiology of growth and function in vascular plants; the relationship between structure and function in plant systems; plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, general metabolic pathways. Three class hours and laboratory. Offered in spring term of even-numbered years.

Mr. Cavaliere

302 Anatomy and Morphology of Angiosperms

An anatomical approach to the study of higher plant structures; origin and differentiation of tissues and organs, environmental aspects of development, plant anomalies. Six hours a week in class-laboratory work. Offered in spring term of even-numbered years.

Mr. Mikesell

304 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms; extensive field work for collection of local flora; methodology and principles of related disciplines; e.g., plant geography, cytogenetics and numerical taxonomy. Offered in spring term of odd-numbered years.

Mr. Mikesell

305 Ecology

The principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

308 Biology of the Fungi

Organization on the cellular and subcellular levels; culture techniques, morphology, physiology, reproduction and ecology; the relationship of fungi to human affairs—plant pathology, medical, economic and industrial mycology. Three class hours and laboratory. Offered in spring term of odd-numbered years.

Mr. Cavaliere

313 Histology-Cytology

The microscopic structure of human tissues and the functional architecture of organs; an introduction to pathological changes in structure as a consequence of disease. Three class hours and laboratory.

Mr. Schroeder

315 Electron Microscopy

An introduction to the basic theory and practice of transmission electron microscopy using the RCA EMU4 electron microscope. Theory and practical techniques of tissue preparation including the use of the ultramicrotome. Introduction to interpretation of animal and plant ultrastructure. Lecture and laboratory by arrangement. Cost: approximately \$30.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Staff

320 Developmental Biology

A survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory.

Mr. Sorensen

323 Parasitology

An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. Three class hours and laboratory.

Mr. Hendrix

324 Vertebrate Zoology

An introduction to the systematics, distribution, reproduction and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, identification and preparation of specimens. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

327 Invertebrate Zoology

The biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

330 Bacteriology

An introduction to the biology of bacteria: their morphology reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

340 Vertebrate Physiology

An introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Chemistry 203, 204 or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry, including the relationship between the conformation of macromolecules and their biological activity; the structure and function of biological membranes; the generation and storage of metabolic energy and its regulation; and the synthesis of macromolecular precursors. *Prerequisites:* Chemistry 111, 112; Chemistry 203, 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

CHEMISTRY

Professors Fortnum and Rowland (*Chairman*)
Associate Professor Parker
Assistant Professors Grzybowski and Hathaway
Assistant Instructors Edwards and Jackson

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A or 112B), 203, 204, J 21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors normally fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A or 112B. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity extensively.

The Department's library is at the disposal of all students enrolled in chemistry courses. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the department. An annual highlight is a two or three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman En-

dowment for Visiting Scientists. Many qualified upperclassmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, and secondary school teaching.

101 General Chemistry

Basic chemical principles are discussed with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

102 General Chemistry

The principles studied in Chemistry 101 are reviewed and applied to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

111 Fundamentals of Chemistry

An introduction to current thoughts and practice in chemistry. Lectures deal with atomic structure, theories of bonding, geometry in chemical species, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Kinetics and mechanisms of reactions, equilibrium, and electrochemistry are discussed in some detail. Electromagnetic radiation and crystal field theory and other theories of complex formation are studied to introduce aspects of molecular geometry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Ms. Hathaway

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

112B Fundamentals of Chemistry

A special section for those students whose performance in Chemistry 111 indicates the need for continuing lecture and laboratory experience in a smaller group. Topics covered will be similar to those in Chemistry 112, with appropriate changes in scope. The class size will permit a greater degree of class participation by each student in the discussion of concepts and problems. *Prerequisites:* Chemistry 111 and invitation of the Department. Three lecture hours and one laboratory afternoon.

Mr. Rowland

203 Organic Chemistry

A study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112, 112A, or 112B. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

An extension of the study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides, and enzymes. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

J 21 Chemical Applications of Spectroscopy

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of organic compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

The principles of thermodynamics and kinetic theory are applied in the study of the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions and laboratory exercises. The computer is utilized as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A or 112B, Physics 112, mathematics through calculus (usually Math 211 or 212). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Theories of chemical kinetics, quantum mechanics and statistical thermodynamics are introduced and their applications to chemical systems are studied through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Modern instruments are utilized in the study of chemical analysis. Topics include electroanalytical methods, quantitative spectroscopy, chromatography, and radiation chemistry. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Equal time is devoted to physical organic chemistry and organic synthesis. Physical organic topics include stereochemistry, pericyclic reactions, and the investigation of mechanisms through substituent effects and linear free energy relationships. Selected subjects in the synthetic section are photochemistry, organometallic reagents, asymmetric reactions, rearrangements, heterocycles, and multi-step syntheses of complex molecules. Laboratory work involves advanced syntheses and techniques with an emphasis on independence and skills as well as extensive use of the library. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Ms. Hathaway

373 Advanced Inorganic Chemistry

Topics include valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. In addition group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

462 Individualized Study, Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the term preceding the term in which this course is to be taken. *Prerequisites:* Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

CLASSICS

Professor Pavlantos (*Chairman*)

Assistant Professors C. R. Held and Parks

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations. Through knowledge of the past, students can be freed from a preoccupation with the present.

Requirements for a major in Latin: 9 courses beyond Latin 101, 102, including Latin 251 and 312. Requirements for a major in Greek: 9 courses beyond Greek 101, 102 including Greek 251.

In both Greek and Latin the intermediate (201, 202) course, or its equivalent, is a prerequisite for all higher-numbered courses.

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 311, 401, Greek 203, 204, 301, 302, 303, 304, 305, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other three member colleges—Dickinson, Franklin and Marshall, and Wilson—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

GREEK

101, 102 Elementary Greek

An introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Greek is not required. Offered 1980-81.

Mrs. Pavlantos

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisite*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

301 Homer

Selections from the *Iliad* and *Odyssey* are read with examination of syntax and style. Supplemental reading in English. Not offered every year.

Mr. Parks

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.

Mrs. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Offered 1980-81.

Mr. Held

306 Greek Oratory

Selected orations of Demosthenes and Lysias are studied. Offered 1980-81.

Mr. Held

Individualized Study

Staff

LATIN

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Mr. Parks

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English). Independent paper or project. A knowledge of Latin is not required. Offered 1981-82.

Mrs. Pavlantos

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite*: two years of secondary school Latin or Latin 101, 102.

Mr. Parks

203 Roman Prose

Selections from Roman prose writers. Intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Mr. Parks

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Offered 1980-81.

Mr. Held

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Mr. Parks

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Supplemental readings in English. Offered 1980-81.

Mrs. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper. Not offered every year.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin. Includes a thorough grammar review. Not offered every year.

Mrs. Pavlantos

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Mrs. Pavlantos

Individualized Study

Staff

CLASSICAL LITERATURE IN TRANSLATION**262-266 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major, but may count toward a major with the consent of the department.

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1981-82.

Mrs. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1982-83.

Mrs. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1980-81

Mrs. Pavlantos

**ECONOMICS AND BUSINESS
ADMINISTRATION**

Professor W. F. Railing (*Chairman*)
Associate Professors Baird, Fender, Gemmill,
Hill, and Williams
Assistant Professors Doherty, Gondwe, and
Niiro
Instructors Griffith, Lewis, Robson, and Siegel
Adjunct Assistant Professor J. M. Railing
Adjunct Instructors Cerasa, Katzman,
Musselman, and Raffensperger
Lecturers Henderson and Schlegel

The Department offers courses in economics, business administration, and accounting. A knowledge of these areas has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis rather than the mere acquisition of vocational tools. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze economic problems such as inflation, unemployment, and economic growth and put forth suggestions for the solution of these problems.

Business administration is concerned with the operation, management, and control of economic organizations in a society. The managers of economic organizations have a profound influence on a social system since they must understand the needs of their constituents and make decisions on the use of physical and human resources to satisfy these needs.

Accounting measures the activity of economic organizations, analyzes the resulting data, and provides alternatives and recommendations to the management of such organizations.

The Department offers two majors, one in economics and the other in business administration, with a concentration in accounting pos-

sible within either major. Ten courses are required for a major in economics or in business administration. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

Minimum requirements for students majoring in economics are: Economics 101-102, 153, 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352. Majors in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 366, and to select three courses from the following: Economics 154, one advanced course in accounting, 351, 352, 361, 363, 365, and 367. In addition, the Department recommends that its majors take Mathematics 165. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two statistics courses covering essentially the same material. Therefore, a student who has taken Mathematics 107 or Sociology 302, *prior* to declaring a major in economics or in business administration will not be required to take Economics 241, but will be required to take another course in the Department, selected in consultation with Dr. W. F. Railing, to replace Economics 241.

The computer has become an important tool in economics, business administration, and accounting. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Economics 177, 378, Mathematics 174, 275.

During the first two years of residence, all stu-

dents who intend to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements.

Economics 101-102 is a prerequisite for all courses offered by the Department except Economics 153, 154, 177, 253-254, 310, 353-354, 355, 356, 363, 364, and 373-374. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Therefore, a student who majors in business administration or in economics and concentrates in accounting at Gettysburg College will not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the following courses are included in his or her program: Economics 153, 154, 253-254, 305, 363, 364, 367, and at least four of the following: 353-354, 355, 356, and 373-374.

Gettysburg College is one of a relatively small number of colleges and universities selected by the Small Business Administration (S.B.A.) to participate in the Small Business Institute Program. Under the supervision of a faculty member, students are dispatched to provide management counseling to the area small business firms. The S.B.I. program consists of the two courses: Economics 381 and Economics 402. Students planning to seek admission to this program must plan their schedules carefully so that they complete the necessary prerequisites in a timely fashion. Such interested students should consult *The Handbook for Majors* of the Department of Economics and Business Administration for details about this program and ad-

mission to it. The *Handbook* is available from Dr. William F. Railing, Department Chairman.

The Department also offers an Economics and Business Administration Internship (Economics J 96) during the January Term for well-qualified senior majors. The internship involves an education-employment experience in either economics or business administration with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 38 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 400 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

101-102 Principles of Economics

The purpose of these courses is to give the student a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. The courses deal with topics of neoclassical, Keynesian, and post-Keynesian economics, such as national income, employment and growth, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgments on public policy issues.

Ms. Fender, Messrs. Gemmill, Gondwe, Griffith, Niiro, W. F. Railing, Schlegel, Siegel, and Williams

153 Financial-Managerial Accounting

The primary objectives are to have the student grasp the overall usefulness of accounting to management and other interested parties, and to understand and use typical accounting reports of both the internal (managerial) and external (published) types. Special emphasis is placed on the role of accounting in managing economic units by analyzing and interpreting financial statements. The subject matter is presented largely from the point of view of the user, rather than the producer, of economic information. Offered during the fall and spring terms.

Mr. Baird, Mrs. Cerasa, Mrs. Lewis and Mr. Musselman

154 Fundamentals of Accounting Theory

A more detailed study of the process of identifying, measuring, recording, classifying, and summarizing economic information for single proprietorships, and corporations. Topics covered include the worksheet, special journals, electronic data processing, payroll, interest, investments, and cost accumulation, including its control. The subject matter is presented largely from the point of view of the producer, rather than user, of economic information. Offered during the fall and spring terms. *Prerequisite:* Economics 153.

Mr. Baird, Mrs. Cerasa, Mrs. Lewis, Mr. Musselman, and Mr. Robson

241 Introductory Economics and Business Statistics

The purpose of this course is to introduce the student to statistical techniques and quantitative analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis, the normal distribution and applications; Chi-square applications; probabilities based on the normal distribution, the binomial distribution, and the Poisson distribution; sampling; inference theory and its application to decision-making; and linear regression and correlation. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 302, 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

This course introduces more advanced statistical theory and its application to economic and business problems of analysis and forecasting. It includes nonlinear regression and correlation; multiple regression and correlation; Chi-square tests; variance analysis; index numbers; and time series and their decomposition as to trend, cyclical, seasonal, and irregular components. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce, the input-output analysis, flow of funds analysis, and national balance sheets. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Messrs. Gondwe and W.F. Railing

245 Intermediate Microeconomic Theory

An advanced study of the partial equilibrium theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; general equilibrium; welfare economics; and linear programming. Offered during the fall and spring terms. *Prerequisite:* Economics 101-102.

Ms. Fender, Mr. Griffith, Mr. Hill, and Mr. Siegel

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisites:* Economics 153, 154.

Mr. Robson

301 Labor Economics

An in depth study of the functioning of labor markets both theoretically and empirically. The primary focus of this course is employment and wage determination, using a choice-theoretic approach. The impact of legislation, unions, education, and imperfect markets is examined. The secondary focus is on labor relations, collective bargaining and employment in the public sector. In addition, macro-labor topics such as the unemployment-inflation trade off (the Phillips Curve) are explored. *Prerequisite:* Economics 101-102. Recommended: Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory, and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite:* Economics 101-102

Mr. Gemmill

305 Public Finance

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of government debt in the United States are also studied. *Prerequisite:* Economics 101-102

Mr. W. F. Railing

310 Cultural, Social, and Physical Geography

The first half of the course is a survey of the physical environment to acquaint the student with the elements and interrelationships of the atmosphere, the hydrosphere, and the lithosphere. The second half of the course is a systematic and regional study of the habitable earth with emphasis on latitudinal position, the climatic and demographic resource limits: fauna and flora distributions; and the superimposed involvement of cultural, economic and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools

Mr. Hill

324 Comparative Economic Systems

This course is concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic problems. Particular emphasis is laid on the economic, nationalist, and socialist criticisms of this type of economic thought; historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite:* Economics 101-102.

Mr. Gondwe

336 International Economics

The first half of the course examines the pure theory of international trade. Topics to be covered include comparative advantage and gains from trade, factor endowment theory, the theory and practice of commercial trade policy. The second half of the course examines the balance of payments, fixed and floating exchange rates and international monetary reform. *Prerequisite:* Economics 101-102.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development will be covered. Various theories of economic growth and development will be analyzed and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

This course is designed to introduce the student to the application of calculus and matrix algebra in economic theory, economic measurement, and business administration, and to enable him or her to carry theory from economic into mathematical terms and *vice versa*. Readings in the economic and business literature, and problems will be assigned. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

This course is designed to introduce the student to the applications of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, Mathematics 358.

Mr. Niiro

353-354 Cost Accounting

The study of physical and monetary input-output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisites:* Economics 153, 154.

Mrs. Ceresa and Mrs. Lewis

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Economics 153, 154.

Mr. Robson

356 Federal Taxes

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on the researching of tax problems through use of loose-leaf tax services. Some work on the preparation of returns is also included. *Prerequisites:* Economics 153, 154.

Messrs. Baird and Raffensperger

361 Marketing Management

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

Mr. Doherty

363 Business Law I

The purpose of Business Law I is three-fold (1) to introduce the student to the American judicial system, (2) to make the student aware of how legal disputes can occur, and (3) to help prepare the student for the business law part of the Certified Public Accounting Examination. An overview of the historical development of law, the sources of law today, and criminal and tort laws is presented. The general principles of contract law, and the Uniform Commercial Code rules applicable to contracts for the sale of goods, are explored in depth. Civil procedure and the court systems as well as secured transactions are also fully discussed. Offered during the fall and spring terms.

Mrs. J. M. Railing

364 Business Law II

This course is a continuation of Business Law I. The student is given further preparation for the business law part of the Certified Public Accountant Examination. Among the topics covered are commercial paper, employment, principal and agent, partnerships, corporations and estates. *Prerequisite:* Economics 363.

Mrs. J. M. Railing

365 Personnel Management

The changing nature of the management commitment and the essential techniques, attitudes, and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making process as it affects the individual and the organization, as well as the central importance of the individual in the organization. The place of character and personality, and a sense of individual and social responsibility are also stressed. *Prerequisite:* Economics 101-102.

Mr. Williams

366 Business Management

The language background, and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied, and further consideration is given to the contribution of behavioral and management sciences in treating the organization as a complex interrelated system. The attributes of good administration and administrative practices are emphasized. The decision-making process and the place of the computer in modern management are considered. The key position the professional manager holds in the firm or any other organization and in the economy is stressed. The importance of a professional attitude is introduced. The organization is presented as the preeminent user of people, and of knowledge through people, as a major managerial and social responsibility. *Prerequisite:* Economics 101-102.

Mr. Williams

367 Business Finance

An introduction to the principles, practices, and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate firm. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure, and reorganization. Emphasis is upon the application of economic theory and basic decision theory to the financial problems and practices of the firm. *Prerequisite:* Economics 101-102.

Mr. Gemmill

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Economics 253-254. Alternate years, offered 1980-81

Mr. Baird

378 Business Data Processing Systems and Management

The purpose of this course is to give the student an understanding of the technical and management facets of business data processing. Topics to be covered include basic concepts of systems analysis and design, systems for business decision-making, the organizational aspects of data processing, project justification, authorization and control, performance evaluation, equipment selection considerations, and contractual and negotiation alternatives. The topics are presented from the viewpoint of those who will be future users of data processing equipment and services, especially those who may be in a management position requiring an understanding of data processing. *Prerequisites:* Economics 101-102, 153, 177 and Economics 241 or Mathematics 107. *Recommended:* Economics 366.

Mr. Katzman

381 Small Business Management

This course provides practical tools in principles and procedures of small business management. Emphasis is placed on the entrepreneur in starting and effectively operating an organization within the unique environment peculiar to small businesses. Case studies will be utilized to evaluate the interrelationships between numerous business functions of the entire firm. *Prerequisites:* Economics 101-102, 153, 361, and 366.

Mr. Doherty

400 Senior Seminar

Open to senior majors with the consent of the Department. Research papers on contemporary economic and business problems are prepared and discussed. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

402 Management Practicum

This course offers students the opportunity to apply the concepts to which they have been exposed in earlier courses by engaging in the practical application of business theory. Students will either assist local small business firms in improving their operations or engage in directed independent field research of a business problem. *Prerequisite:* Economics 101-102, 153, 361, 366, and 381.

Mr. Doherty

Individualized Study

Well qualified students may pursue topics of an advanced nature, through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairman. Offered during the fall and spring terms

Staff

EDUCATION

Professor Rosenberger (*Chairman*)
Associate Professors J. T. Held and Packard
Assistant Professor J. Slaybaugh
Adjunct Instructors Harvey, Deaner,
and N. Slaybaugh

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 34 to 37.

201 Educational Psychology

The development of the individual and the development of psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

209 Social Foundations of Education — Secondary

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Study of secondary programs and serving as a student aide in public school classrooms. Sophomore course for all secondary and music education students. Repeated in the spring term.

Mr. Rosenberger

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching—learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisites:* Education 201 and 209. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

The secondary subjects are: biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 201.

Mr. Packard and Adjunct Instructors

309 Social Foundations of Education — Elementary

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American education systems, and the relationship of the modern school to society. Elementary teacher education students enroll for this course during the Education Term.

Messrs. Packard & Rosenberger

328 Principles of Guidance

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 201.

Mr. J. T. Held

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 201.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Includes a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems. Elementary education students enroll for this course during the Education term. *Prerequisite:* Education 331

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mrs. Slaybaugh

411 Internship in Teaching Composition

Each member of this seminar will undertake a teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the Fall or Spring term prior to their Education Term.

English Department Staff

475 Student Teaching — Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 306, 331, 370 (J 37) and Mathematics 180 (J 18) Repeated in the Spring Term.

Messrs. Slaybaugh, Rosenberger, Packard
and Ms. Harvey

477 Student Teaching — Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the Spring Term.

Messrs. Rosenberger and J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, (J 18) is listed under the Mathematics Department.

ENGLISH

Professors Baskerville, Clarke, Geyer
(*Chairman*), Lindeman, Pickering, Schmidt,
and Stewart

Associate Professors Bolich, Fredrickson,
Locher, McComb, and J. P. Myers

Assistant Professor Hertzbach

Adjunct Assistant Professors Drum, Hogan, and
Wallace

Adjunct Instructors Hartzell, E. Jones, and
Schwartz

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in teaching, publishing, law, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The Department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The Department offers two types of major: a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama.

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153, and IDS 103 normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
A. English 331, 334, 337, 338
B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

Majors in English should choose their two remaining electives from the following: English 218, 219, 225, 323, 324, 328, 329, 351, 352. English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Major in Theatre Arts and Drama In addition to English 151, 152 and IS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366.
- III. Electives (3 courses): Any of the above-listed Theatre Arts and Drama courses and/or any of the following: Theatre Arts 252, J 3, J 95. Speech 220, 301, 303. A course in Dance.

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the fall term of Literary Foundations of Western Culture (IS 103). Working with the chairman of the English Department, each elementary education student will design a major program, following as closely as possible the department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 301 or 302 and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204, and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the college distribution requirement in literature. Theatre Arts 203, 204, 252 and English 205, 206 may be used to fulfill the college distribution requirement in art, music, creative writing, or theatre arts.

101 English Composition

Aims to develop the student's ability to express himself or herself in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated in the spring term.

Staff

110 Introduction to Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. Attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. With chief emphasis on American and British works, the course gives the student a foundation for deeper understanding of literary works written in his own language. Prerequisite for non-majors for all other literature courses in the Department. Fulfills one semester of the distribution requirement in literature.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis and students will write several short critical papers each semester.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics.

Messrs. Fredrickson and Locher

201 Advanced Composition

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Mr. Pickering

203 Journalism

This is a general introduction to the field of journalism. Students will spend most of their time practicing the techniques of writing news copy, feature, sports, and editorial articles; composing headlines, doing make-up, and essaying their talents at copy reading and rewrite. The class will spend as much time as can be arranged visiting local newspaper and printing plants and interviewing professional journalists.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth century (218) and nineteenth century (219). English 218 offered 1980-81.

Messrs. McComb and Pickering

225 The Golden Age of English Drama

Somewhat overshadowed by the genius of Shakespeare, the achievement of other dramatists during the English Renaissance is nonetheless outstanding in its own right. After some attention to the beginnings of the drama in the Middle Ages, this course will study such writers as Marlowe, Jonson and Chapman in order to assess the literary importance of Shakespeare's contemporaries. Alternate years, offered 1979-80.

Mr. Myers

226 Introduction to Shakespeare

Designed for students not majoring in English, this course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from term to term and may include some of the following: Creativity and the Unconscious, Woman as Literary Artist, The Gothic Tradition, American Humor, the 1920's, The Short Novel in America, Satire. Designed primarily for the nonmajor, but may be counted toward the major. Fulfills distribution requirement in literature. With the consent of the department, a student may take this course more than once. Open to freshmen.

Staff

301 Introduction to Linguistics

This course attempts a systematic but largely non-technical survey of major aspects of language. Emphasized are the structure of modern English, semantics, and the nature and development of social and geographical dialects. The course aims at enhancing the student's understanding of the complexity of language and its profound significance in human life.

Mr. McComb

302 History of the English Language

The purpose of this course is to provide a historical understanding of the vocabulary, the forms, and the sounds of the language from the Old English/Anglo-Saxon periods through the twentieth century. Class time is spent in developing an elementary reading knowledge of Old and Middle English so as to deal effectively with those laws that govern the development of English sounds—i.e., Grimm's and Verner's Laws through the Great Vowel Shift.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

The development of American Poetry from Anne Bradstreet to William Carlos Williams will be studied. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1900 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Cary and others will be included.

Messrs. Fredrickson and Geyer

328, 329 Twentieth Century Drama

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others. Alternate years. Offered 1980-81.

Mr. Schmidt

331 Mediaeval Literature

A sketch of the development of Western literature from the Patristic age through the Carolingian revival precedes a careful study of the twelfth century literary renaissance. Certain major subjects are always included in the course: Anglo-Saxon poetry, Middle English lyrics and metrical romances, the Arthurian legend, Courtly Love, the Tristan and Isolde story, and the Grail legend. If time permits, other major works will be studied.

Mr. Baskerville

334 Renaissance Literature

Selected works of Pico della Mirandola, More, Machiavelli, and Castiglione are read in order to provide a background in basic Renaissance ideas and attitudes. The course then concentrates on the development of these ideas and attitudes in English writers like Daniel, Drayton, Marlowe, Shakespeare, and Sidney, and finally Spenser, whose works are used to summarize the highest achievement of the English Renaissance in non-dramatic literature.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, and thought of the period extending from the last years of Elizabeth to the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan; the remainder of the course will be devoted to the works of Milton, studying both his development as a poet and his relation to his age.

Mr. Lindeman and Mrs. Hertzbach

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose and poetry written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, and Johnson and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry, prose, and selected drama with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Wilde, and the Art for Art's Sake Movement.

Mr. Geyer

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") is the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

By means of a careful analysis of language, characterization, and structure in each of the numerous plays considered, this course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the early plays through Hamlet and Troilus and Cressida; the spring term upon the later plays.

Mr. Myers

400 Senior Seminar

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

Staff

Individualized Study

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for individualized study must be made in advance of registration. Repeated in the spring term.

Staff

THEATRE ARTS

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

203, 204 History of the Theater

A survey of the theatre from the primitive to the present. Attention will be devoted to the continuity of theater throughout the ages, with particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part. The fall term is devoted to theatre of the Primitive, Egyptian, Greek, Roman, Medieval, Elizabethan, Spanish, Renaissance periods, as well as to the Oriental theatre. The spring term is concerned with the Italian Renaissance (including Commedia dell' Arte), French Neoclassical, Restoration, Eighteenth Century, Nineteenth Century, American and Modern periods. Alternate years. Offered 1981-82.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and the technique of the art of the actor; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis.

Mr. Schmidt

252 Studies in Film Aesthetics

Through a study of historically significant films, film theory and criticism, this course aims to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1980-81.

Mr. Fredrickson

301 Play Production

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

Mr. Schmidt

310 Directing

The study of the theory and technique of the art of the director; the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and the technique of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization. Acting techniques in periods other than our own will be studied and employed in a series of scenes. These periods include Classical Greek, Italian Renaissance, Elizabethan, and Restoration, and will include work in both comedy and tragedy. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor.

Mr. Schmidt

SPEECH**101 Public Speaking**

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

Mr. Bolich

201 Advanced Public Speaking

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of the public address as an art form. *Prerequisite:* Speech 101.

Mr. Bolich

220 Mass Communication

A study of radio, television, and motion pictures and impact on society. Considerable attention will be given to the silent films.

Mr. Bolich

301 Voice and Diction

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

Mr. Bolich

302 Argumentation and Discussion

An introduction to the principles of argumentation. The discovery, selections, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

Mr. Bolich

303 Oral Interpretation

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

Mr. Bolich

304 Radio Speech

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

Mr. Bolich

**GERMAN AND RUSSIAN LANGUAGES
AND LITERATURES**

Professor H. Schneider (*Chairman*)

Associate Professor Crowner

Assistant Professors G. Collier, McCardle, and Ritterson

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian peoples and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 211, 212, 301, 302, 321, 322, and three courses from those numbered 213, 323, 324, 325, 326, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

**FRENCH — SEE ROMANCE LANGUAGES
AND LITERATURES**

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Distribution Requirements The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, Russian 119, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy or religion and, with the consent of the History Department, toward a history major: German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

A study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. Schneider

213 Survey of German Culture Since 1945

A study of the culture, society and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings in both critical/analytical and literary works. A knowledge of German is not required. Accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. McCardle

*German Literature***119, 120 German Literature in Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. Accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).
Staff

321, 322 German Literature of the Eighteenth Century

A study of German literature of the Enlightenment, Storm and Stress, and Classicism, with special emphasis on Lessing, Schiller and Goethe. Critical reading and analysis of representative works. Outside reading and reports.

Mr. Schneider

323, 324 German Literature of the Nineteenth Century

A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports.

Staff

325, 326 German Literature of the Twentieth Century

A study of German literature from 1870 to the present with emphasis in the fall term on writers of Naturalism, Impressionism, and Expressionism, and in the spring term on post World War II writers. Critical reading and analysis in class of representative works. Outside reading and reports.

Mr. Crowner

328 Goethe's Faust

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Mr. Schneider

400 Senior Seminar

Intensive study of selected aspects of German language, literature and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the department.

RUSSIAN**101, 102 Elementary Russian**

The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

Mr. Collier

119 Russian Literature in Translation

A reading of representative works in the areas of the novel, drama, and poetry. The works will be studied from the standpoint of ideological and philosophical themes as well as from the standpoint of aesthetic and literary values. Although there will be an emphasis on some of the great works of the nineteenth century, there will also be selections from more recent times. Counts toward the distribution requirement in literature.

Mr. Collier

201, 202 Intermediate Russian

This is a continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

Mr. Collier

409, 410 Individual Readings in Russian

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Mr. Collier

GREEK — SEE CLASSICS

HEALTH AND PHYSICAL EDUCATION

Associate Professors Biser, Kenney, Shoemaker, and Wescott (*Chairman*)

Assistant Professors Bowers, Donolli, and Reider

Adjunct Instructor Hand

Coaches: Haas (*Director of Intercollegiate Athletics*), Schlie (*Coordinator of Women's Intercollegiate Athletics*), Barnhart*, D'Ottavio, Hulton, Hummel, Kuhn*, Miller, Nesbitt*, Novgrod, Rahn, Rost, Seybold*, Streeter, Susan*, Wright*, and Yeck*

The general aim of this Department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence, and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in college and in later life.

Four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One term of study yielding one quarter course credit is required from each of the following four groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit through proficiency testing)

Group II AQUATICS

HPE 113 Swim I (non-swimmers)
115 Swim II
117 Advanced Lifesaving
119 Water Safety Instructor

120 Endurance Swim Club
122 Synchronized Swim
124 Swimnastics
126 Water Polo
128 Aquatics Combo

Group III FITNESS

HPE 131 Body Conditioning
133 Weight Training

134 Field Hockey
136 Team Handball
138 Track and Field
140 Jogging Club
142 Aerobics
144 Judo I
146 Judo II
148 Self-defense
150 Gymnastics
152 Soccer
154 Basketball
156 Speedball
158 Indoor Lacrosse

Group IV RECREATIONAL SKILLS

HPE 161 Contracts (Individualized Program)
163 Horsemanship I**
165 Horsemanship II**

164 Riflery**
166 Golf I
168 Tennis I
170 Tennis II
172 Volleyball I
174 Volleyball II
176 Badminton
178 Archery
180 Fencing
182 Bowling**
184 Touch Football
186 Softball
188 Handball
190 Paddleball
192 Racquetball
194 Modern Dance I
196 Modern Dance II
198 Folk and Square Dance

In Group I freshman and transfers may take a proficiency test in health. If passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken.

**Requires extra fee

In each of the other three groups, the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken during the same term are the equivalent of a full term. The four group requirements may be taken in any sequence.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105 Health Science in Group I.

The Department also offers an approved teacher training program for men and women. The following HPE courses are required for a major in Health and Physical Education: the seven Major Skills courses, 112, 209, 211, 214, 317, 318, 320, 325, 332, and 400. Biology 111 (or 101) and 112 (or 102) are also required for the HPE major and, along with HPE 112, should be scheduled during the freshman year. Professional education courses required for the HPE major are Ed 101 (or J 1), Ed 209, (or J 9), Ed 303, Ed 304, and Ed 477. The Ed 209 (J 9) course, Social Foundations of Education, must be scheduled during the sophomore year. Graduates completing this program will receive a teaching certificate for Health and Physical Education grades K through 12.

Non-majors who wish to become teacher-coaches are advised to take the following courses which will aid in their future coaching certification: HPE 214, 317, 318, 340 or J 25 Sociology of Sport, J 27 Coaching of Football, Baseball, and Their Ramifications, and J 34 Organization, Administration, and Coaching of Basketball and Wrestling.

In addition to the required programs in health and physical education and the major programs, the Department offers extensive voluntary programs in intramural sports and in inter-collegiate athletics for both men and women.

There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registrations, or, for majors in that department, for the required quarter courses in the junior and senior years. Quarter courses beyond these limits will cost a student \$100 per quarter course.

101, 102, 201, 202, 301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, judo, and conditioning activities. For health and physical education major students and taken each fall and spring term except during student teaching.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Wescott

209 Aquatics

Includes the official Red Cross courses for Senior Life Saving, Water Safety Instructor I, and Water Safety Instructor II, leading to certification. Theoretical and practical training in the course provides teaching methods and techniques in basic swimming strokes, diving, and lifesaving. In addition, emphasis is given to the coaching of swimming teams, management and control of pools and waterfronts, and maintenance of swimming and boating facilities.

Mrs. Bowers

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. Finally, the examination of the relationship of personal health problems to the community at large.

Mr. Wescott

214 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser

317 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body. *Prerequisites:* Biology 101 and 102 or 111 and 112.

Mr. Biser

318 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics. *Prerequisite:* HPE 317

Mr. Donelli

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Mr. Rahn

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Rost

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Miss Schlie

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Miss Kenney

462 Individualized Study

A study of the various methodological approaches used in research. Designed especially for those planning to continue with graduate study. Offered either term.

Mr. Streeter

HISTORY

Professors Bloom, Crapster (*Chairman*), and Glatfelter

Associate Professors Bugbee, Fick, Forness, and Stemen

Adjunct Professor Shannon

Adjunct Assistant Professor Snow

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done". Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Social Studies.

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history.

Senior research seminars—number 401 to 449—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

101, 102 History of Europe from the Renaissance

After noting the medieval background, these two courses survey major political, economic, social, and intellectual developments in Europe from the Renaissance to the present. The first course goes to the French Revolution; the second extends from 1789 to the present.

Messrs. Crapster and Fick

131, 132 History of the United States

These two courses, with their dividing point at 1865, provide a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

These courses survey English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

Mr. Stemen

223 United States Relations with East Asia

A study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Mrs. Gemmill

231, 232 Biographical Approaches to American History

An introduction to American history through biographies of representatives and influential persons in significant periods in America's past. Historical forces which shaped their lives and the impact on American development of each person studied are examined. An attempt is made to establish criteria for determining the place of biography as acceptable history. The dividing line between the two courses is 1865.

Mr. Bloom

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

300 Historical Method

This is a course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

History 311 covers the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Some attention is given to the civilization of Byzantium and Islam.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, this course treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and the rest of Europe between 1789 and 1815.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization and Democracy

After a survey of European developments 1815-48, the course studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War

Mr. Crapster

318 Europe and Two World Wars

This course studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

This course offers perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions.

Mr. Stemen

326 Russia in the Nineteenth Century

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included.

Staff

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Bloom

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

333 American Economic History

This course examines the economic incentives for colonial settlement, for revolutionary change, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over currency, and for the coming of government regulation of business.

Mr. Bloom

335, 336 American Social and Cultural History

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, this course stresses political and constitutional developments to 1750, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

This course begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

Mr. Forness

345 Civil War and Reconstruction

The course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America, followed by examination of the failure to fix upon a mutually acceptable and permanent compromise, the military and diplomatic conflict of 1861–1865, and the problems associated with Reconstruction.

Mr. Bloom

348 Early Twentieth Century America

This course deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

This course deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:**401 England in the 1880's**

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency

Mr. Bloom

407 Diplomacy of the Truman Administration

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

Individualized Study

With the permission of an instructor who will supervise the project, a student may arrange for an individual tutorial, research project, or internship. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either term.

Staff

INTERDEPARTMENTAL STUDIES

Professor Coulter (*Chairman*)

Adjunct Assistant Professors M. Baskerville and J. Gemmill

Adjunct Instructor L. Lindeman

Lecturers W. Jones and Nordvall

Through the Committee on Interdepartmental Studies, the College offers courses and promotes opportunities for specialized interdepartmental programs that coordinate courses available in a variety of academic areas. The Committee on Interdepartmental Studies bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 84-85)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes a substantial number of advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 30)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others use methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

A course introducing the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. Students study characteristic ideas and institutions affecting economic, political, and religious developments from the Middle Ages and Renaissance through the twentieth century. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents includes authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Mrs. Small

192 Seminar in Genetic Engineering

A seminar designed to investigate a problem crucial for the future of man. The students will work together on materials dealing with the biological, medical, legal, social, psychological, aesthetic and ethical implications of genetic manipulation. The class will meet twice a week, and the students will be required to read, discuss, make oral presentations and write two papers analyzing aspects of the data and technology of genetic manipulation. The procedure should lead to the formulation of a tentative resolution to the problem as viewed from several disciplines. Limited to freshmen.

Messrs. Loose and Schroeder

206 Byzantine Civilization

Byzantine civilization radiated from Constantinople (Istanbul), the "New Rome" from 330 to 1453. Besides its influence on western Europe, it belongs to the heritage of Eastern Orthodox Christianity and the cultures of Greece, Russia, and other eastern European countries. Such things as Roman law, the icon, historiography, a controlled economy, and domed architecture are its legacy. Movies, slides, class discussions, lectures, and a field trip are involved. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Trone

211 Perspectives on Death and Dying

Death and dying will be viewed from many different perspectives: theological and philosophical, psychological and sociological, economic and legal. Various views of the past and present, East and West, will be examined, as well as such problems as dignity in dying, what happens after death, euthanasia, body disposal, and therapeutic grieving practices. The course will include lectures, discussions, outside speakers, and a variety of audio-visual aids. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Moore

213 Woman in the Ancient World

An investigation of the role/s of woman in both the classical and the ancient near-eastern worlds as reflected in the myths, legends, epics, law codes, customs, and historical records of the ancient Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. Some attention will be directed also to the relevance of some of this material for more recent and contemporary roles and problems of present-day women. Alternate years, offered 1981-82.

Mr. Moore

227, 228 Civilization of India

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on Buddhism, the evolution of Hinduism, and the representation of these in art and literature. The second includes an investigation of historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in history, philosophy, or religion. Alternate years, offered 1980-81

Mrs. Gemmill

235 Introduction to African Literature

A general introduction to traditional and modern literature from Africa south of the Sahara written primarily, but not exclusively, in English and French. (All works not originally written in English will be read in translation.) An introductory section will be devoted to the oral tradition. The remainder of the course will treat the primary themes of contemporary African literature, the majority of which bear the stamp of the colonial experience and its aftermath. Representative readings will be chosen from West, South and East Africa and will include novels, poetry, drama and short fiction. Consideration of social, political and anthropological questions will be balanced by aesthetic appreciations throughout. Class discussions will be encouraged and a term paper and final examination will be required. Fulfills distribution requirement in literature. Alternate years, offered 1980-81.

Mr. Michelman

237, 238 Literature of India

A study of major literary works of Indian culture from the standpoint of religion, history, and aesthetics. The first course will include Vedic hymns, major epics, Bhagavad Gita, and Sanskrit literature of the Gupta period. The second will deal with epics and lyrics of the Tamil culture, the poetry of bhakti, the Persian literary tradition, and the modern novel inspired by Western influence. Complete works will be read and discussed using criticism from Western and Indian sources. Fulfills distribution requirement in literature. Alternate years, offered 1981-82.

Mrs. Gemmill

240 Energy Production and Use

This course presents physical laws and concepts related to energy production and use. Both renewable and non-renewable energy sources are studied. Topics include fossil fuels, nuclear power, solar energy and other alternative energy technologies. Emphasis is also placed on the environmental and economic implications of energy use.

Mr. Cowan

244 An Introduction to American Folklore

After introducing folkloric theory and method, the course will survey the various types of American folklore: myths, tales, ballads, art, music, dance, games, et cetera. Students will be asked to investigate in some depth one of these types and encouraged to collect from primary sources. The course will be developed through lectures, discussion of readings, and student reports. Alternate years offered 1980-81.

Mr. Locher

246 American Humor

This course will trace the American comic spirit from its purely imported and literary beginnings to its multi-media, sometimes underground, manifestations today, attempting to isolate its distinctively American attributes. The secondary objective will be to show the source of this humor in society and politics throughout its development. In addition to readings and discussion, each student will be asked to research, analyze and report on one American creator of humor. Alternate years, offered 1981-82.

Mr. Locher

250 Criminal Justice

This course presents an overview of the criminal justice system in the United States and examines the role in that system of institutions, groups, and features such as police, attorneys, trials and prisons. Major United States Supreme Court cases will be read and analyzed in order both to understand the nature of legal reasoning and to illustrate how problems in the criminal justice system are resolved through the courts.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists. James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. Authors studied include Kierkegaard, Dostoyevsky, Conrad, Tillich, Faulkner, Camus, R. Niebuhr, Hemingway, Wieman, and West. Fulfills distribution requirement either in history, philosophy, or religion, or in literature. May be counted toward a religion major.

Mr. Loose

320 Human Sexual Behavior

This course is designed to discuss biosexual, sociosexual and psychosexual development in a cultural-behavioral setting. Works in religion, literature, biology, psychology and sociology will be discussed as they relate to the present day social-sexual milieu. Students are required to prepare an in-depth investigation of an area of human sexual expression. Using a seminar format, the course will rely heavily upon student participation in classroom discussion and presentations.

Mr. Jones

350 History of Modern Western Thought

The course covers the major ideas and intellectual movements of the nineteenth and twentieth centuries in the natural sciences, economic, social and political thought, philosophy, religion, and the arts. Topics such as romanticism, utilitarianism, liberal humanism, positivism, evolutionary thought, socialism, the development of psychology, the ideologies of fascism and communism, the philosophies of existentialism and logical empiricism, and expressionism and surrealism in the arts are included. The approach to the material is chronological and emphasizes the historical relationships between the ideas, but some attention is given to the general historical context. The primary purpose of the course is to understand our recent intellectual heritage, and its impact on the contemporary mind. The course is designed for students with a general background in the history of the nineteenth and twentieth centuries. Open to juniors and seniors, and to others by permission of the instructor. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Schubart

352 Modern Political Thought

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties.

Mr. Tannenbaum

401 Senior Scholars' Seminar: The Future of Man

This seminar for selected senior students addresses an important contemporary issue which affects the future of man. The approach to this issue is multi-disciplinary. Past topics have included genetic engineering, computers and human communication, and global disparities. Authorities of national stature are invited to serve as resource persons. A final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the Fall and January terms. Interested students should consult page 33 of this catalog for admission criteria.

**411, 412 Experimental Seminar in Teaching
Interdepartmental Studies 101, 102**

The members of this seminar will attend the regular meetings of Interdepartmental Studies 101, 102. They will lead discussion groups for that course. Sessions of the seminar itself will be devoted to discussions of the materials and methods of interdepartmental Studies 101, 102 in the light of the more advanced reading required for the seminar. In addition, each student will write a paper. Evaluation will be conducted on the basis of contribution to the discussion group; contribution to the seminar; and the quality of the paper. Open only to students selected by the instructor.

Messrs. Hammann and Tannenbaum

**451 Individualized Study: Tutorial in Interdepartmental
Studies**

**461 Individualized Study: Research in Interdepartmental
Studies**

**SPECIAL INTERDEPARTMENTAL
PROGRAMS**

ASIAN STUDIES

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the college has access:

- 1) An introduction to South Asia including Civilization of India, Religions of South Asia, and Asian Political Systems.
- 2) An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia, Asian Political Systems, and Modern China.
- 3) The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Wilson, Dickinson or Franklin & Marshall Colleges.
- 4) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.

- 5) The Central Pennsylvania Consortium arrangement whereby students may engage with full academic credit in a summer and a fall semester in India. Interested students should consult the Dean of the College or Committee on Interdepartmental Studies for further information.

ASIAN STUDIES COURSES

IDS 227, 228 The Civilization of India

IDS 237, 238 Indian Literature

History 221, 222 History of East Asia

History 321 Modern China

Political Science 202 Asian Political Systems

Religion 241 Religions of South Asia

Religion 242 Religions of East and West Asia

AMERICAN STUDIES

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the faculty's Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the Freshman Seminar brochure and the January Term catalogue list many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

MEDIEVAL AND RENAISSANCE STUDIES

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History department, Director.

MEDIEVAL AND RENAISSANCE STUDIES COURSES

- Art 111 Ideas and Events Behind the Arts
- Art 203 Italian Painting, 1300 to 1600
- Art 205 Northern European Painting, 1400 to 1700
- Art 215 History of Architecture and Sculpture
- Classics: Latin 306 St. Augustine
- English 302 History of the English Language
- English 331 Medieval Literature
- English 332 Medieval Narrative
- English 334 Renaissance Literature
- English 362 Chaucer
- English 365, 366 Shakespeare
- English Theatre Arts 203 History of the Theatre
- History 203 History of England
- History 311, 312 Medieval Europe
- History 313 Renaissance and Reformation
- iDS 101 Ideas and Institutions of Western Man
- iDS 103, 104 Literary Foundations of Western Culture
- I. S 206 Byzantine Civilization
- Music 312 History of Medieval, Renaissance, and Baroque Music
- Philosophy 303 History of Philosophy: Classical
- Philosophy 304 History of Philosophy: Medieval and Early Modern
- Religion 121 Church History: To the Eighth Century
- Religion 331 The Church Fathers
- Spanish 305 History of Spanish Literature: Origins to 1700

LATIN — SEE CLASSICS

MATHEMATICS

Professors Fryling (*Chairman*) and Holder
Associate Professors Flesner, Kellett,
Leinbach, and Moorhead
Lecturer Wood

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in the physical sciences and is occupying a position of increasing importance in the social sciences as well. This applied aspect of mathematics has been dramatically enhanced with the advent and rapid development of the high speed electronic digital computer. It is important that mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in applied mathematics. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

The department offers two programs, one in *Mathematics* and one in *Mathematical Sciences*. Both programs build on a basic *core* of courses required of all majors. This core consists of the following five courses:

Math 111-112: Calculus of a Single Variable
Math 211: Multivariable Calculus
Math 212: Linear Algebra
Math 234: Introduction to Modern Algebra

Advanced placement in the calculus sequence
Math 111-112, 211 is possible for those who have

scored sufficiently high on the Advanced Placement Examination. Such placement will be determined by the Department Chairman in accordance with College policy (see page 131).

THE PROGRAM IN MATHEMATICS

This program is recommended for students planning graduate study in mathematics, for students planning careers as secondary school teachers of mathematics, and for students who wish to gain an appreciation of the power and beauty of mathematics within a liberal arts context.

Requirements (non-teaching objective):

Core, plus Math 313, plus six other 300-level mathematics courses.

Requirements for Teacher candidates:

Core, plus Math 313, 343, Ed304, and three other 300-level mathematics courses.

It is recommended that students planning graduate study in mathematics take Math 333, 365, and one or more of the courses offered as Selected Topics, Math 381, 382.

THE PROGRAM IN MATHEMATICAL SCIENCES

The Mathematical Sciences include applied mathematics in the physical sciences, computer science, operations research, statistics, and actuarial science. This program provides introductory courses in each of these fields and a foundation for more specialized future study. Applications of mathematics in the social sciences involve statistics, operations research, and the computer.

Requirements:

Core, plus Math 275, 357-358, and one course from Math 262, 362, and 363. In addition, the student will elect three other mathematics courses at the 200- or 300-level.

Recommendations for course electives in each field are:

Physical Science: Math 363 or 365, 364, 366



Computer: Math 276, 360, 365, 366
Operations Research: Math 262, 359, 362
Statistics: Math 359, 360, 362
Actuarial Science: Math 359, 360, 366

Students who plan graduate study in any of the mathematical sciences should also take Math 313.

It is recommended that mathematics majors fulfill their science distribution requirement by taking Physics 111, 112, since these courses especially enhance the calculus.

Mathematics majors in either of the two programs are encouraged to pursue in some depth an allied field in which mathematics can be applied. Applications of mathematics in the physical sciences have long been recognized, and in these fields the importance of mathematics continues to grow. To an increasing extent mathematics also is being employed in the social and life sciences, especially in biology, in economics, in psychology, in sociology, and in certain aspects of medicine. A secondary concentration in any one of these fields provides a useful supplement for a mathematics major although mathematics students can, of course, join the study of mathematics with a concentration in any of the areas of study offered by the College. To further encourage such collateral study, permission may be granted to substitute one course from an allied field for a mathematics elective in either program. Such a course must employ mathematics at an advanced level, and be approved in advance by the Mathematics Department. This option is not open to majors preparing for teaching certification.

KNOWLEDGE OF THE COMPUTER

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted at an early stage with the potential as well as the limitations of computers. Each student should develop facility in algorithmic thinking and the use of the computer as a tool in problem solving. In order to accomplish this goal, Mathematics

111-112 provides an introduction to a programming language during weekly computer periods in which problems related to the calculus are carried out. Mathematics 211, 212 and several higher level courses in mathematics offer further experience in computing.

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Both descriptive statistics and the fundamentals of probability theory are considered as an introduction to the principal topic of statistical inference. The general principles of hypothesis testing are included, as well as the specific techniques of correlation, regression, and analysis of variance. Throughout, relevant applications are emphasized. An important aspect of the course will be a laboratory period in which students will become acquainted with some of the tools which are useful for modern statistical analysis. Credit may not be granted for Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for Mathematics 108 and Mathematics 111.

Staff

110 Introductory Analysis

This course serves primarily as a preparation for the study of calculus. Topics include: review of algebra and trigonometry, elementary functions, and basic concepts of calculus. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours and a laboratory session each week.

Staff

117-118 Calculus and Matrix Algebra

This course is primarily devoted to those aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems, with constraints for functions of several variables. The course content, consisting of theory and applications, will be drawn from problems of economic theory. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Economics 101-102 or permission of instructor.

Mr. Kellett

174 Computer Methods

This course is designed for students who have had no instruction in computer programming. The major emphasis of the course is on solving problems from the different academic disciplines. The student will learn to analyze a problem, construct the flowchart, write the program, interpret the results, and generalize the method to a broader class of problems. Both BASIC and FORTRAN languages will be learned in the course.

Mr. Kellett

180 Basic Concepts of Elementary Mathematics

This course is designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January term as J 18.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. Computer projects in multivariate calculus. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Messrs. Flesner and Leinbach

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications. Computer projects in linear algebra. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Messrs. Flesner and Leinbach

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

Messrs. Flesner and Kellett

262 Mathematical Modeling

An examination of the philosophy of Mathematical Modeling, the assumptions underlying some Mathematical Models, and the results of these models. In addition to studying the theory of modeling, the student will participate in the model building process by using information from the Physical, Biological and Social Sciences. *Prerequisite:* Mathematics 112.

Mr. Leinbach

275 Introduction to Computer Science

This course emphasizes the development of algorithms which take into consideration the functional aspects of digital computers. It provides an introduction to the functional parts and organization of digital computers, programming them using both low and high level languages, techniques of algorithm development, and simple data structures. *Prerequisites:* Mathematics 111-112 or Mathematics 174 or Business 177 or consent of the instructor.

Mr. Wood

276 Introduction to Data Structures

This course provides an introduction to methods of organizing and structuring data for use in conjunction with algorithmic processes. It includes the representation and manipulation of stacks, queues, files, lists, strings, arrays, trees, and graphs. *Prerequisites:* Mathematics 275 or consent of the instructor.

Mr. Wood

313 Mathematical Analysis

This course provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, and the Riemann integral. *Prerequisite:* Mathematics 234.

Messrs. Flesner and Holder

333 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, fields, and linear algebra. *Prerequisite:* Mathematics 234, Alternate years.

Messrs. Flesner and Kellett

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

Messrs. Flesner and Moorhead

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 211, 212.

Mr. Fryling

359 Stochastic Processes

This course will include the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes. *Prerequisite:* Mathematics 357, 358.

Staff

360 Linear Statistical Models

The course is designed to develop an understanding of both the underlying theory and the practical problems which are encountered using linear statistical models for regression, analysis of variance and experimental design. *Prerequisite:* Mathematics 358, may be taken concurrently.

Mr. Kellett

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 211 and 212, or 118 and 174.

Mr. Leinbach

363-364 Applied Mathematical Analysis

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 211, 212 or permission of instructor

Messrs. Holder and Mara

365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisite:* Mathematics 211, 212

Messrs. Holder and Leinbach

366 Numerical Analysis

This course deals with numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques consideration will also be given to computational efficiency and error analysis. *Prerequisite:* Mathematics 212.

Mr. Leinbach

381, 382 Selected Topics

The course will deal with some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor

Staff

Individualized Study

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

Staff

MILITARY SCIENCE

Army ROTC: Military Science

Professor Karsteter (*Chairman*)

Assistant Professors Galloway, Heincer, Heyman, and Olson

Assistant Instructors Cantu, Fuller, Hemmerly, and J. Schneider

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others. The Department's course offerings are open to all students for credit.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies and may qualify for such study at government expense. Interested juniors and seniors not desiring a commission may enroll in Advanced Military Science courses with the permission of the Department Chairman with no military obligation.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.

2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.

2. Interested students who have completed their sophomore year may arrange for a summer session with the Military Science Department. The successful completion of the summer requirement may qualify an individual for placement in the Advanced Course at the beginning of the junior year.

3. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

101 Introduction to Military Science

A study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, introduction to leadership through practical exercises. *Prerequisite:* Permission of the instructor. ¼ Course Credit

102 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his or her interests and that would benefit him or her in the military. *Prerequisite:* MS 101. ¼ Course Credit

201 American Military History

A study of the development of American military institutions, policies, experience and traditions from colonial times to the present. Covers interrelationship between the military and other aspects of American society. *Prerequisite:* Permission of the instructor. ¼ Course Credit

202 Enrichment Course

(Same as MS 102)

¼ Course Credit

301 Advanced Military Science I

Consists of two subcourses, one dealing in principles of leadership and their application in both a military and non-military environment. The second subcourse deals with study and practical exercises in effective speaking and writing. *Prerequisite:* MS 101-102, 201-202, or six week basic camp between sophomore and junior year. *Prerequisite:* Permission of the instructor, if not enrolled in the ROTC program. 1 Course Credit

302 Advanced Military Science II

Consists of two subcourses, one concerned with military operations involving various elements of the army, and the second with small unit tactics in which the student learns through practical exercises the basic principles of handling small tactical units in combat. *Prerequisite:* MS 301 or permission of the instructor. 1 Course Credit

311 Advanced Military Science III

Consists of three subcourses: the first is concerned with international relations and the United States, the second with military law and its application at the junior officer level, and the third with military intelligence. *Prerequisite:* MS 301-302 or permission of the instructor. 1 Course Credit

312 Advanced Military Science IV

Consists of several subcourses dealing in management techniques, a study of logistics, command and staff and administrative functions, and obligations and responsibilities of a military officer. *Prerequisite:* MS 311 or permission of the Instructor. 1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering Techniques, Survival Techniques and Orienteering.

MUSIC

Associate Professors Belt, Getz, Nunamaker,
Weikel (*Chairman*), and Zellner
Assistant Professor Finstad
Instructors Matsinko and Powers
Adjunct Assistant Professors M. Hook,
Landgren, and Thurmond
Adjunct Instructor Jarvinen

This department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in music or Bachelor of Science degree with a major in music education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment. The Department requires an informal audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in music education (see page 36) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools, in Pennsylvania and nearby states with reciprocal agreements.

Requirements for a major in music leading to a Bachelor of Arts degree consist of 12 full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus quarter courses in the student's major applied area totaling one and three-quarters full courses (seven quarter courses). The student major must also participate for four years in an authorized musical group and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. program with the exception of Music 341 and 342.

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 312, 313, 314, and certain designated January Term courses.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Belt and Powers

103 The Symphony

The standard symphonic repertoire is listened to and attention given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Standard operatic works are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

A study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with a music background.

Messrs. Belt and Powers

107 Music of the Romantic Era

A study of the philosophical background for nineteenth-century musical creations and the stylistic features of the music. Extensive listening will be done in the areas of orchestral, vocal and chamber music.

Mr. Nunamaker

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique—especially melodic analysis. Correlated sight singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales. Correlated sight singing and aural perception skills. Keyboard application.

Messrs. Weikel and Getz

241 Theory III

An intensive study of the common practice period; extensive written and analytic projects; study of musical structure through small forms. Correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

An intensive study of late romanticism to the present day by means of analytic and written projects. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

**341 Theory V**

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble.)

Mr. Zellner

342 Theory VI

A study of the structural organization of music including the analysis of the larger forms of composition drawn from the standard literature of the eighteenth–twentieth centuries.

Mr. Belt

205 Choral Conducting

Development of a basic conducting technique. Emphasis placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score reading involving instrumental interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

The methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Messrs. Getz and Finstad

321 Principles and Procedures of Teaching Music in the Secondary School

The principles and procedures of teaching music in the secondary school. Study of methods and materials relative to music classes and performance groups. The evaluation of material, methods, and techniques.

Mr. Getz

303 Sixteenth-Century Counterpoint

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

An introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression; composition in the various forms.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

Mr. Nunamaker

314 Music in the Twentieth Century

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

Mr. Belt

474 Student Teaching

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Offered in spring term only.

Three course units

Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

APPLIED MUSIC

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term. Supplementary piano and voice may be in classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two ¼ courses
Mr. Powers

113-114 Brass Instrument Class

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Two ¼ courses

Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their playing techniques and teaching procedures.

¼ course
Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$120.

¼ course
Mr. Finstad and Mrs. Hook

122 Voice Class

A study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation: Fee for class lessons per term: \$120.

¼ course
Mr. Finstad and Mrs. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$120.

¼ course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$120.

¼ course
Messrs. Matsinko and Belt

125 Organ

Private instruction designed to include literature of various periods, sight reading, hymn-playing, chant and anthem accompaniment. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$120.

¼ course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$120.

¼ course
Mr. Zellner, Mr. Landgren, and Mr. Thurmond

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$120.

¼ course
Mr. Nunamaker and Mrs. Jarvinen

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

131 College Choir

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly.

No credit
Mr. Getz

132 Chapel Choir

This Choir performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No credit
Mr. Matsinko

133 Band

Membership in the Band depends entirely on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Four rehearsals weekly.

No credit
Mr. Powers

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

PHILOSOPHY

Professor Coulter (*Chairman*)
Associate Professor Schubart
Assistant Professor Portmess

The courses offered by the Philosophy Department are designed to acquaint students with the history of philosophy, with the assumptions that any inquiry makes about the place of human beings in nature and history, and with the social, scientific, religious, ethical and aesthetic aspects of human existence. Philosophy can help students achieve perspective on the knowledge acquired from their other college courses.

The Department allows students to work toward these goals in a number of different ways. A major in philosophy might be chosen for its own sake or as preparation for graduate study in philosophy or for another field such as law. A student may take courses in philosophy to fulfill a distribution requirement or to supplement a major in another department. The members of the Department are also interested in encouraging students to design Special Majors in which philosophy is an integral part.

A philosophy major includes at least eight courses in the Department, chosen in consultation with the student's advisor. The number of required courses has been kept low so that students are able to take advantage of the whole curriculum of the College.

101 Introduction to Philosophy

A study of selected philosophical works, such as Plato's *Republic*, Descartes' *Meditations* and Sartre's *Existentialism*, with the aim of developing the students' ability to read philosophy and to reflect and comment critically upon philosophical problems.

Ms. Portmess

113 Thinking Clearly

An informal logic course designed to help students develop the practical ability to analyze and to evaluate arguments and explanations. The course will deal with language as a means of expressing thoughts, with the analysis of arguments, with informal fallacies, with causal analyses and with inductive reasoning. Does not meet a distribution requirement. Not recommended for majors or for persons who have had Philosophy 211.

Ms. Portmess

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

223 Ethics

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite*: one course in philosophy or permission of instructor.

Mr. Schubart

303 History of Philosophy: Classical Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

304 History of Philosophy: Medieval and Early Modern

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

314 Seminar in Philosophy of Law

The principal philosophies of law. The course includes such topics as the relation of law to culture, to ethics, and to political theories, and the significant developments in law in the eighteenth, nineteenth, and twentieth centuries. Not offered 1978-79.

Mr. Schubart

320 Seminar in Nineteenth Century Philosophy

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and as significant new constructive attempts.

Ms. Portmess

321 Seminar in Twentieth Century Philosophy

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

Mr. Schubart

332 Seminar in Ethics

The course covers such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation. Not offered 1980-81.

Mr. Schubart

334 Seminar in Philosophy of Art

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

Mr. Schubart

337 Seminar in Philosophy of Religion

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts. Not offered 1980-81.

Mr. Coulter

340 Metaphysics

A systematic study of some of the major issues raised when we attempt to formulate our basic assumptions about the "real" world. Emphasis will be upon such ontological questions as the relation between mind and body, and the existence of a supernatural being. Alternate years, offered 1978-79.

Mr. Coulter

400 Senior Seminar

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems or on one of the major contemporary philosophers.

Ms. Portmess

Individualized Study

With the consent of the Department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated spring term.

Staff

PHYSICS

Professors T. Daniels, Haskins (*Chairman*), T. J. Hendrickson, and Mara

Associate Professors Cowan, Marschall, and W. J. Scott

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UVB photometer, a 12" Varian electromagnet, and an astronomical spectrometer. Computational resources include a programmable calculator, microcomputers, and access to the College's Burroughs 6700.

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312 and J 26. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors are expected to exhibit increasing competence with computer facilities as they progress through the courses in the physics curriculum.

Qualified majors should consider the opportunities afforded by Physics 462. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

The Department administers the Cooperative Engineering Program with Pennsylvania State University and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State or RPI. For more details on the Cooperative Engineering Program, see page 41.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

101, 102 General Physics

These courses are designed for students who are not majoring in science or mathematics. The basic elements of physics are covered including mechanics, energy, heat, waves, electricity, magnetism, and atomic and nuclear physics. These topics are presented from an historical and a societal perspective. Applications to modern technology include space science, lasers, sound production, communications, and world energy problems. *Prerequisite:* Competence in high school algebra. Three class hours and three laboratory hours.

Staff

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. Physics 101 and Physics J 1 will complete the laboratory science distribution requirement. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology: fluids, heat, radiation and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours per week.

Messrs. Scott and Daniels

108 Introductory Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. Frequent observational activities at the College Observatory will be scheduled to supplement the lectures. *Prerequisite:* High school algebra and trigonometry will be helpful. Three class hours and occasional evening observing sessions. Not offered in 1979-1980.

Mr. Marshall

109 Topics in Astronomy

A single area of current interest in astronomy is highlighted in this course. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics. The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

211 Vibrations, Waves, and Optics

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction. Physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Mr. Cowan

212 Atomic and Nuclear Physics I

The emphasis is on the experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, de Broglie wavelength, uncertainty principle, radioactivity, particles. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Mr. Haskins

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures; friction; centroids and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle; translation and rotation of rigid bodies; work and energy; impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

311 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisite:* Physics 212, Mathematics 212. Three class hours and three laboratory hours.

Mr. Haskins

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Advanced Newtonian mechanics for upperclass physics majors. Topics include equations of motion, gravitational field, non-inertial reference systems, conservation laws, planetary motion, rigid body motion, Lagrangian and Hamiltonian mechanics. *Prerequisites:* Physics 211 and Mathematics 212.

Mr. Cowan

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Messrs. Cowan and Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Cowan

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics including time dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, and isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

POLITICAL SCIENCE

Professors Boenau (*Chairman*) and Jarvis
Associate Professors Borock, Mott, Nyitray, and
D. Tannenbaum
Adjunct Professor Plischke

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state and local government, public and private interest groups, business, journalism, law, and teaching.

Beginning with the class of 1983, the requirements for a major in political science are as follows (students in earlier classes are subject to the previously existing requirements): Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major sub-fields of political science. Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Qualified students may participate in off-campus programs, such as the Washington Semester, The Harrisburg Urban Semester, The United Nations Semester, and study abroad. Majors are encouraged to enroll in related courses in other social sciences and in the humanities.

Beginning in 1981-82, departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104.

Introductory Courses

101 American Government

The institutional structure and policy-making process of national government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Messrs. Mott and Nyitray

102 Introduction to Political Thought

An analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as they are expressed in the works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

An examination of the behavior of nation-states from a micropolitical perspective that encompasses such topics as nationalism, power, ideology, war and institutional arrangements, as well as from a macropolitical perspective that reflects the combined results of international activity such as the development of political and economic interdependence, the use and misuse of global resources, and the prospects for a transition from an international community of nations to a global society.

Mr. Borock

104 Introduction to Comparative Politics

An introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

151 Introduction to Political Science

A study of the scope of political science, the methodological approaches used, and the relation of political science to the other social sciences. Special attention is given to the following sub-fields of political science: political theory, comparative politics, and international relations. Required of all political science majors through the class of 1982.

Mr. Tannenbaum

*Comparative Politics***260 Comparative Parliamentary Systems**

An analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries. Special attention will be given to such topics as interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

An analysis and comparison of the political systems of the USSR, Eastern Europe, and China. Special attention will be given to the role of the communist party in the governmental structures and processes of communist political systems, the problem of succession, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

262 Political Systems in Developing Countries

An investigation of types of political systems found in the developing countries of Asia, Africa, and Latin America. *Prerequisite:* PS 104 or permission of instructor.

Staff

263 The Politics of Modernization

An analysis of the effects of economic and political development on the Third World. Attention is given to such topics as the role of peasants and new elites, the military, agricultural transformation and land reform, incremental transformations and revolutionary change, the role of ideology, and the relationship of the developed world to the developing countries. *Prerequisite:* PS 104 or permission of instructor.

Staff

*American Government***221 State and Local Government**

A study of the structure, functions, and political processes of non-national government in the United States. *Prerequisite:* PS 101 or permission of instructor.

Mr. Tannenbaum

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

224 Presidential Politics

The role of the Presidency in the American political system; the selection of presidential candidates; the Presidency and bureaucratic structures and procedures; presidential leadership; and the Presidency in the policy process. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Nyitray

225 American Constitutional Law

A study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including social trends, interest groups, political leaders, and leadership. Two-party politics is compared to the politics of third parties and mass movements. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties

Selected problems involving interpretations of the Bill of Rights provide the focus of this course. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisite:* PS 225 or permission of instructor.

Mr. Mott

323 Legislative Process

The course focuses on the United States Congress. Topics covered include: theories of representation; nomination and electoral processes; internal organization of Congress; influences on Congressional policy-making; and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Mr. Nyitray

*International Relations***242 American Foreign Policy**

An analysis of the development, implementation, and effects of U.S. foreign policy. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

245 World Order

An examination of international organization, regionalism, and security systems as they affect the reduction of international violence and promote tolerable standards of stability. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

344 U.S. Defense Policy

An examination of the formulation and implementation of U.S. defense policy within the context of the international and domestic political systems. Attention will be given to the ways policy affects and is affected by the political environment; the conceptual approach to war; the impact of technological change; the economic issues of defense spending; the decision-making process; and the civilian-military relationship. *Prerequisite:* PS 103 and PS 242 or permission of instructor

Mr. Borock

*Political Theory***280 Modern Political Ideologies**

The content and role of political ideologies in the modern world, with special attention given to liberalism, socialism, communism and fascism. While the course will be primarily concerned with the philosophical content of ideology, the concept of ideology, historical development and points of intersection and overlap between ideologies, and the influence of various ideologies on political behavior will also be considered. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

An examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Spencer, Nietzsche, Mosca, Pareto, and Michels. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

An intensive examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

*Advanced Courses***400 Seminars**

The student is offered opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

The student selects an approved topic for intensive study and presents his or her findings in the form of oral or written reports to a member of the staff responsible for supervising his or her research activities and reports. Open only to senior majors or with permission of the instructor. Repeated in the spring term.

Staff

PSYCHOLOGY

Professors D'Agostino, Mudd (*Chairman*), and Platt

Associate Professors Frank, Gobbel, Pittman, and Shand

Assistant Professor White

The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in Psychology, including seminars, special topics, and independent study, and by providing selected opportunities for field experience.

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses from among 314, 316, 317, 318, 325, or 336. Training in computer programming also is recommended. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 214, 221, 225, 226, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely. Offered in the spring term.

Messrs. D'Agostino and Mudd

210 Behavioral Economics and Social Engineering

An introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economic planning is reviewed.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

214 Social Psychology

A review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Mr. Pittman

221 Basic Dynamics of Personality

Textbooks and collateral readings are used in an examination of major assumptions and strategies in the scientific study of personality. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in forming personality. The usefulness of verifiable evidence is emphasized and a brief introduction to personality theory is provided. *Prerequisite:* Psychology 101

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

A comprehensive study of the psychological development of the individual, from conception to adolescence. Methods, relevant research and various theoretical perspectives are reviewed. Content areas include perception, learning cognition, language, social development, etc.

Ms. Gobbel and Mr. White

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: research methods; physiological changes, cognitive development; vocational, social sex-role, and value development; and the search for identity. In areas where appropriate, development over the life-span will be included. Psychology 225 is recommended as a prerequisite but not required

Mrs. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino and Mudd

314 Assessment of Personality and Intelligence

Experimental and correlational methods in the study of human characteristics of personality and intelligence, including factor analysis and the use, in experiments, of intelligence tests and projective techniques. Laboratory includes a review of current methods and experimental designs for the study of such topics as prejudice, humor, self-concepts, handwriting, belief, creativity, art and music. Each student will choose one topic and design an experiment and a factor-analytic study. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

An introduction to sensory and perceptual processes. Lectures deal with the psychophysical analysis of stimulus properties and sensory thresholds, sensory coding, feature detection, constancies, and meaning. Laboratory work includes several minor studies and one major research study on a special topic of the student's own choice. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Topics include short and long-term retention, language comprehension and models of semantic memory. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

Specific content areas in social psychology, selected from among topics such as attitude change, interpersonal perception, and social motivation, will be studied. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

325 Life-Span Development - An Experimental Approach

An area of life-span developmental psychology will be studied. A specific topic will be selected from cognitive or social development. Laboratory sessions will provide an opportunity to learn research techniques appropriate for developmental investigation. Students will design, execute, and analyze an independent project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and the equivalent of three lab hours.

Ms. Gobbel and Mr. White

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214, 221, or 320 recommended but not required; not open to freshmen.

Mr. Shand

336 Physiological Psychology

A study of the anatomical and physiological bases of behavior and cognition. Emphasis is placed on the neuro-psychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis as schools of thought which have contributed to the formulation of the different theoretical emphases evident in present-day psychology.

Mr. Platt

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Selected theories of personality will be examined in a detailed and critical way using primary and secondary sources. Theories from fields other than psychology may be studied. *Prerequisites:* Psychology 221 or Psychology 320 and Junior or Senior status. Meets three hours once a week.

Mr. Frank

Individualized Reading

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest. In the course of his or her study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. The research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

The Honors Thesis is designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

RELIGION

Professors Dunkelberger (*Chairman*), Freed,
Hammann, Loose, and Moore
Associate Professor Trone
Adjunct Professor Buck

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. Individualized Study is required of all majors. Pretheological students and those contemplating church vocations should especially consider a major in this Department.

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 127, 131, 132, 133, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in addition to the 100-level course distribution requirement in religion.

Of particular interest to religion students and majors are the College-approved bilateral study arrangement with the University of Pennsylvania, and the Central Pennsylvania Consortium Semester in Mysore, India.

BIBLICAL STUDIES

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data

Messrs. Freed and Moore

111 History, Literature, and Religion of the New Testament

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world.

Messrs. Freed and Moore

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites

Mr. Moore

203 Biblical Archaeology

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

311 Jesus in the First Three Gospels

By using the techniques of source, form, redaction, and literary criticism, an examination in depth of selected passages in the first three gospels. Special attention will be given to the parables of Jesus. Among topics included are those of eschatology, the kingdom of God, and mythologizing. *Prerequisite:* Religion 111.

Mr. Freed

312 The Gospel of John

Chief emphasis is given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writing of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101

Mr. Freed

HISTORY OF RELIGIONS**121 Church History: To the Eighth Century**

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

Staff

142 Great Religious Personalities

A critical and comparative study of great religious personalities of the past, especially founders of religious traditions, like Moses, Confucius, Gautama the Buddha, Jesus the Christ, Paul, Mohammed, Augustine, Luther, Nanak, and some recent charismatics. Evaluations will consider the historicity of evidence, the development of a tradition, the ethics attributed to the individual and the theological ideas which he may have espoused.

Mr. Dunkelberger

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

222 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the formulative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism.

Mr. Dunkelberger

223 Christianity, U.S.A.

The institutional history, main ideas and movements, and the leadership of the various churches in America are investigated from colonial times to the present. Effort is made to determine denominational distinctiveness within the broad religious consensus and to be aware of the religious dimension in the American heritage from such elements as puritanism, pietism, revivalism, pentacostalism, social gospel, fundamentalism, evangelicalism, and ecumenicism.

Mr. Dunkelberger

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia: Hinduism, Jainism, Buddhism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious tradition from east or west Asia that can be contrasted with Buddhism. Insofar as possible original sources in translation will be used. Spring term every year

Mr. Hammann

RELIGIOUS THOUGHT**131 Religion and Modern Man/Woman
An Introduction**

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems.

Mr. Loose

133 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writings studied will change from semester to semester as new issues are raised and new answers attempted.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

136 Religions From the Center to the Fringe

A historical and critical study of recent sectarian and cultic developments primarily in the West. Such movements as Bahai, Christian Science, Mormonism, Nichiren, Shoshu, ISKCON, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought.

Staff

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

221 History of the Medieval Church

This exploration begins with the Seventh General Council (787) and ends with the death of Pope Pius II in 1464. The Latin, the Orthodox, and the heretical traditions and institutions will be included in order to help the student understand Medieval practices and decisions which still inform churches today.

Mr. Trone

227 "Monks, Nuns and Friars"

From the New Testament period through the 15th century

the monastic orders were a major institution in Western Civilization. The course will be a historical study of the rules, practices, communal structures, art, architecture and theology of the orders: Latin, Orthodox and heretical. Historical examples to be studied are: the Order of St. Basil, the Benedictine Rule, the monastic republic of Mt. Athos, Cluniac churches, John the Studite, and Francis of Assisi.

Mr. Trone

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered.

Mr. Dunkelberger

333 Contemporary Religious Thought in the West

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the department and in accordance with regulations adopted by the department for majors, a student will take a course of directed study and research.

Staff

ROMANCE LANGUAGES AND LITERATURES

Professor Kurth

Associate Professors Barriga and Lenski

Assistant Professors Beach-Viti, C.

Hendrickson, Merrick Michelman, A. G.

Tannenbaum, Viti, Warger, and Weaner
Instructors Kostopulos and Olinger-Rubira

Adjunct Assistant Professor Díaz

Adjunct Instructor Rose

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching as well as for graduate study. Students will also find knowledge of French and Spanish to be valuable in the fields of business, social work and government service.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and six additional courses above the 206 level. French majors must include French 305 and 306 in their major program. Spanish majors must include Spanish 305, 306, and 307 in their major program. French or Spanish individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors are encouraged to

study in a French or Spanish-speaking country, although this is not a Departmental requirement.

Some courses for majors are offered in January. However, majors in French or Spanish may count only one January Term course in their respective majors toward the major requirements.

Prior to their first registration at the college, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328, 331; Spanish 205, 206, 305, 306, 307, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French or Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairman, take 206 and thereby fulfill the language requirement and half the literature requirement. French 310, Spanish 310, Spanish 311, and Spanish 312 fulfill distribution requirements in history, philosophy or religion.

FRENCH**101-102 Elementary French**

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

Staff

103-104 Fundamental French

Fundamentals of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

These courses have two objectives, skill in reading French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 French Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. Prerequisite of successful completion of 202 or freshman placement exemption. Limited enrollment of twelve students. Does not count toward the major. To be offered annually, fall term.

Staff

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1980-81.

Mrs. Tannenbaum

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts: representative readings and discussion of outstanding writers and of main literary currents. *Prerequisite:* French 202 or equivalent.

Staff

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* French 202 or equivalent. Alternate years. Offered 1981-82.

Staff

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists and the Surrealists. *Explication de Texte* will be used extensively. Offered 1981-82.

Staff

321 Seventeenth Century Theatre

French drama, comedy and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1981-82.

Staff

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1981-82.

Staff

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theater. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1981-82.

Staff

325 From Realism to Symbolism

The literary and social aspects of the realist, naturalist, symbolist, and decadent movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Alternate years. Offered 1980-81.

Mr. Viti

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. Alternate years. Offered 1980-81.

Mr. Lenski

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1981-82.

Staff

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Belgium, Switzerland, Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Offered 1980-81.

Mr. Michelman

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff

SPANISH**101-102 Elementary Spanish**

Elements of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have not studied Spanish previously.

Staff

103-104 Fundamental Spanish

Fundamentals of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression and grammar review; readings and discussions of Spanish writing as contact with Hispanic Culture. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in Spanish and Spanish American Literature

These courses have two objectives, skill in reading Spanish prose for comprehension and reading a significant amount of Spanish and Spanish American literature of literary and cultural merit. Conducted in Spanish, these courses differ from Spanish 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 Spanish Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. Prerequisite of successful completion of 202 or freshman placement exemption. Limited enrollment of twelve students. Does not count toward the major. To be offered annually, fall term.

Staff

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

305, 306 History of Spanish Literature: Origins to 1700; 1700 to present

The development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. 306 Fall 1980; 305 Fall 1981.

Staff

307 History of Spanish-American Literature

Study of the essay, the short story, and especially the poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered Spring 1981.

Staff

310 Spanish Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Spain. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1981-82.

Mrs. Hendrickson

311 Latin American Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Latin America, Pre-Columbian cultures (Maya, Aztec and Inca), the Conquest, the Colonization and the Independence periods will be examined. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1980-81.

Mr. Barriga

312 Latin America

A cultural history of Central America, South America, and the Caribbean. The course will deal with Pre-Columbian culture as well as the influences of Spain, Portugal, and the United States. An interdisciplinary course illustrating the dynamics of contemporary culture and society. Fulfills distribution requirement in history, philosophy or religion. No prerequisite. Taught in English. No knowledge of Spanish necessary. Alternate years. Offered 1980-81.

Mrs. Hendrickson

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course, and much poetry will be read orally and discussed. Alternate years. Offered 1980-81

Staff

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1981-82.

Staff

322 Theater of the Golden Age of Spain

Development and characterization of the Spanish Theater with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Alternate years. Offered 1981-82.

Staff

324 Contemporary Spanish-American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1980-81.

Staff

325 Nineteenth Century Spanish Prose

Studies in the essay, short story, and novel of romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1981-82.

Staff

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1980-81.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

SOCIOLOGY AND ANTHROPOLOGY

Professor W. Hook

Associate Professor D. Hinrichs (*Chairman*)

Assistant Professors Emmons, Loveland, and

Sobal

Adjunct Instructor Dracha

Studies in the department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field. Students can also receive a basic orientation to anthropology.

The department averages about 30 majors a year. These majors go on to graduate school in social work, sociology, urban planning, law communication, law enforcement, criminology, anthropology, health care, theology, and library science and careers in teaching, business and fields related to the graduate programs cited. The department has an active chapter of Alpha Kappa Delta, the Sociological Honor Society. In the Undergraduate Program Field Test in Sociology, senior majors consistently average around

the 80th percentile. The department is firmly committed to experiential learning and a wide range of internships are available to interested students. Field trips and travel seminars are also an ongoing part of the departmental program. An effective Student-Faculty Liaison Committee operates within the department to provide a means to respond to the particular needs and interests expressed by students.

Requirements and Recommendations. Sociology 101 is normally a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background. Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology (except 102). None of these courses may be taken S/U. Additionally, students must select a minimum of three courses from the remaining fall and spring semester departmental offerings except Sociology 301, 450, and 470. One of these three courses may be taken S/U with the consent of the adviser. The department faculty recommend that in selecting electives toward the major, students carefully consider the following courses which are central to the discipline of Sociology: 202, 203, 206. These requirements are effective for students entering Gettysburg College as freshmen in September 1979. Those majors who are interested in pursuing an Anthropology concentration, may substitute, after consultation with the adviser and department chairman, certain courses taken at Franklin and Marshall College in Anthropology for Sociology 303, 304, or 400.

In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Sociology 450, 460 and J 90 in January; field work application or direct experience; and other opportunities to expand specialized interests. Sociology 460 or J 90 is a requirement for departmental honors, and stu-

dents who want to be considered for honors should enroll in 460 or J 90 in addition to the six required courses listed above. Students are expected to complete the Undergraduate Program Field Test (of the Educational Testing Service) in Sociology in the spring semester of the senior year.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 174 is recommended as preparation for graduate study in sociology.

All fall and spring semester courses except Sociology 204, 301, 302, 303 and Anthropology 102 (if taken after the 1979-80 academic year) may be used toward fulfilling distribution requirements in social science.

SOCIOLOGY

101 Introductory Sociology

A study of the basic structures and dynamics of human societies; the development of principles and basic concepts used in sociological analysis and research; discussion of such topics as culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

A survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties including an ongoing analysis of issues in the news.

Mr. Emmons

202 Wealth, Power, and Prestige

An examination of social ranking and rating systems, including a discussion of such topics as social classes, social mobility, and economic and political power, as well as informal prestige and fame.

Mr. Emmons

203 Population

Analysis of demographic trends and related population problems. Topics include: population theories, mortality, fertility, over-population, and human ecology. Usually alternates every other year with Sociology 208.

Mr. Sobal

204 The Sociology of Popular Culture

Analysis of popular culture as reflection of society, as factor in socialization, and as economic institution. Topics include rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising. Does not fulfill distribution requirement in social science.

Mr. Emmons

205 Sociology of Religion

Examination of the relation between religion and society. Topics include definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society, with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology, beginning with a discussion of criminal law and an analysis of the current data on the extent of crime. Comprehensive examination of criminal justice system: the police, the courts, and corrections. Other topics include crime causation, criminal behavior systems, and victimology.

Mr. Hinrichs

208 Urban Sociology

A study of urban areas using social scientific perspectives. Topics will include the historic development of cities, the urban community, urbanism as a unique way of life, urban ecology, city planning, and other aspects of metropolitan dynamics. Usually alternates every other year with Sociology 203.

Mr. Sobal

209 Racial and Ethnic Relations in America

A comprehensive study of ethnic and minority relations in the United States. Topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community. Case studies include such groups as black Americans, white Protestant Americans, American Indians, and Chinese Americans.

Mr. Emmons

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change. Not offered every year.

Staff

212 Social Deviation

Examination of the concept of social deviance and exploration of the various theories of deviance. Emphasis is given to conflict, structural-functional, and interactionist perspectives, as well as to biological and psychological causation theories. Topics for discussion include alcohol and drug use, sexual deviation, mental illness, and skid row.

Mr. Hinrichs

301 Sociology of Social Welfare

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice, with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case-work, group work, and community organization. Does not fulfill distribution requirement in social science. Does not count toward the nine courses required for the major.

Mr. Dracha

302 Methods of Sociological Investigation

An exploration of the research process, examining the planning, design and gathering of data for social scientific analysis. The fundamental problems of doing research, such as sampling, measurement, reliability and validity, will be considered for several data gathering techniques, including survey research, participant observation, content analysis, and experiments. Does not fulfill distribution requirement in social science.

Mr. Sobal

303 Data Analysis and Statistics

A continuation of Sociology 302 treating the analysis and reporting of social science data. The logic of data analysis, statistics, and use of the computer will be considered. Does not fulfill distribution requirement in social science.

Mr. Sobal

304 The Development of Sociological Theory

An examination of the ideas and important contributions of selected theorists in the development of sociological thought, with emphasis given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of various sociological topics under the direction of a member of the departmental staff. The particular seminar to be given each semester will be listed at the time of registration. Intended primarily for senior majors, but open in special cases to juniors or well qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Individual study in fields of special interest outside the scope of regular course offerings. Consent of the Chairman and of the instructor is required. Does not count toward the nine courses required for the major.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a member of the department. Presentation of a formal paper incorporating the results of the research. Required for departmental honors. Juniors and Seniors.

Staff

ANTHROPOLOGY**102 Introduction to Anthropology: Biological Anthropology and Human Evolution**

A survey of the biological and cultural changes comprising human evolution. Topics to be discussed include: general evolutionary theory, primatology, human paleontology, human genetics, and race. Does not fulfill distribution requirement in social science.

Mr. Loveland

103 Introduction to Anthropology: Social-Cultural Anthropology

The comparative study of human social institutions and cultures, as well as consideration of theories which purport to account for the origin, maintenance, or change in these.

Mr. Loveland

211 Native Americans: A Survey of Amerindian Cultures

An introduction to the traditional aspects of Native American cultures and the present day situation of Native Americans. Analysis of the role of socioeconomic, political, legal, and religious factors in the process of rapid socio-cultural change. Examples will be drawn from the major culture areas of the Americas.

Mr. Loveland

215 Culture and Personality

An examination of the influence of culture in shaping the personality of the individuals in non-western societies. Will include a discussion of psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality, using ethnographic examples from a variety of cultures. Usually alternates every other year with Anthropology 220.

Mr. Loveland

216 Introduction to Medical Anthropology

A survey of the field with emphasis on the study of the systems of belief and knowledge utilized to explain illnesses in various cultures and the attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, and herbal medicines. Ethnographic examples are drawn mainly from American Indian and African societies.

Mr. Loveland

220 World Cultures

Comparative analysis of a series of societies in different areas of the world with respect to a particular problem area such as: sex roles, subsistence systems and levels of socio-political organization, the impact of ecology upon myth and ritual, or the effects of westernization on these societies. Using a series of ethnographies, one such problem area would be examined in depth. Usually alternates every other year with Anthropology 215.

Mr. Loveland

SPANISH — SEE ROMANCE LANGUAGES AND LITERATURES

GETTYSBURG

**Campus
Life**



INTRODUCTION TO THE CAMPUS LIFE PROGRAM

The campus life program of Gettysburg College, like the academic program, is directed toward the single purpose of enhancing the student's liberal education. The academic program is indeed central, but the residential, religious life, and extracurricular programs provide for the fullness of experience that gives added meaning to the academic. This commitment to fullness of experience means that the entire campus community — faculty, students, and administration share a concern for, and involvement in, the campus life program.

LIVING ACCOMMODATIONS

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community (except married students and students living with their families) are required to live in a College residence hall or fraternity unless they have special permission from the Office of the Dean of Student Life and Educational Services to live in off-campus housing. Recently the percentages of students, by class, living in various types of housing were:

	Women		
	On Campus	Off Campus	
Freshmen	100%	0%	
Sophomores	99%	1%	
Juniors	82%	18%	
Seniors	39%	61%	
	Men		Fraternities
	On Campus	Off Campus	
Freshmen	100%	0%	0%
Sophomores	50%	4%	46%
Juniors	31%	23%	46%
Seniors	13%	40%	47%

RESIDENCE HALLS

The majority of students at Gettysburg College live in College residence halls. Carefully selected student counselors and residence coordinators work closely with these students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. Students are encouraged to take responsibility for residence hall governance. Students work with faculty members and members of the administration in setting the regulations which apply to all College residences.

The College offers a variety of residential options, including opportunities for special interest housing for those students who wish to live together and work on a project of mutual interest throughout the academic year. There are both large and small residential units. Some house freshman men or women only; others house men or women of all classes. Some house men and women on alternate floors. Most student rooms are arranged for double occupancy. There are a few singles and some large enough to accommodate three or four persons. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Gordon-Davis Linen Supply Company, rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in rooms.

FRATERNITY HOUSES

On and surrounding the Gettysburg College campus, there are eleven fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.

DINING ACCOMMODATIONS

All freshman and sophomore students must take their meals at the College Dining Hall with the exceptions of those living at home and of fraternity members and pledges who may choose to take their meals in fraternity houses. Juniors and seniors have the option of taking their meals in the Dining Hall on an individual meal or term basis or they may eat elsewhere.

RELIGIOUS LIFE AND CHAPEL COUNCIL

A major source of vitality at Gettysburg College is the people and programs of the Chapel and the Chapel Council. Though completely voluntary, a comprehensive Chapel program attracts students and faculty members holding a variety of religious commitments and is designed to provide opportunities appropriate to their needs and desires. One of the objectives of the College is to make it possible for students to grow in the understanding and practice of their own religious tradition, to appreciate the religious traditions of others, and to understand the relationship between faith and reason.

Corporate worship is a part of the Chapel's program; students from a variety of traditions worship in Christ Chapel each Sunday. The service is led by the College Chaplains and the Chapel Choir. There is a Roman Catholic Mass on campus each Saturday evening, and a Quaker service in the Planetarium every Sunday morning. The Churches in the community also welcome students, and their pastors participate in the on-campus Chapel programs. Smaller groups of students participate in an informal service on Monday evening; in a half-hour Communion on Wednesday evenings; and in Morning Light, a brief service of reading, prayer, silence and music each weekday morning before classes.

The Chapel Council, composed of 40 students representing the four college classes and all student committees, meets weekly to coordinate 26 programs. The *Tutorial Program* provides tutors for pupils in the local schools; 100 students participate in this program each year. The *Chapel Lecture Committee* sponsors outstanding speakers and films on both religious and social issues, and it supports a short term "Visiting Theologian" and "Student Lecture Series".

Two seminars on *Love, Sex and Marriage* are held each year under the sponsorship of the Council. Each January the Council sponsors a *New York Field Trip* to investigate the work of the Church in an urban environment and, jointly with the Sociology Department, regularly sponsors *Awareness Trips*. Recent trips have included a visit to Appalachia, another to John's Island, South Carolina, and a month long January Term expedition into the South to investigate social change. *Bible Study* is held each week throughout the year. *Junto*, a journal of student opinion, is published regularly by the Council.

Communities of Risk are groups of ten students and a resource person committed to an exploration of ways of being human. Each COR group meets for one overnight a week for a semester at the Dean's Conference House. *Search* is a common interest group composed of ten students who desire to explore the meaning of Christian community. *Chai* is a common interest group for persons interested in Jewish culture that meets for social activities and a deeper understanding of Judaism. *Inter-Varsity* and *Fellowship of Christian Athletes* meet weekly for fellowship and renewal.

Pre-Seminary Students gather each month to hear speakers and discuss their professional goals. The *Community Services Program* involves 100 students in visitation at local homes and institutions for the aged and physically and mentally handicapped, and is the on-campus liaison for the community *Big Brother/Sister Program*. Ad hoc groups of students concerned with social justice, world community, and human rights issues are sponsored and supported by the Council throughout the year.

In cooperation with the Office of the Dean of Student Life and Educational Services, the Council sponsors *Freshmen Overnights* and *Dialog*, a small group developmental program for freshmen. The Chapel Council formed the College's *Energy Use Planning Group* and cooperates with other campus groups on world hunger efforts. Two programs appropriate to faculty concerns, a *June Seminar on Religious Values in Higher Education*, and a *January Faculty Retreat*, are also sponsored by the Chapel.

The Chaplains also administer a program of *Service/Work/Study Internships* during the January Term utilizing the world wide structure

of the Lutheran Church in America. Last year more than 35 students were placed in such internships, from Los Angeles to Liberia.

Through these programs, and the personal counseling done by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life and Educational Services. Several of these are listed below for the benefit of prospective students.

Alcohol Policy Gettysburg College does not encourage the use of alcoholic beverages by students. In compliance with current Pennsylvania laws, the College does not approve the consumption of alcohol by students (or their

guests) who are under the age of 21, on or off the campus.

Although it is neither possible nor legal for the College administration to police all of its premises at all times, the Student Life Council and the administration will effect reasonable guidelines to assure that students are aware of their legal obligations, and that inappropriate behavior related to the furnishing or consumption of alcoholic beverages results in appropriate disciplinary proceedings and penalties.

On-campus drinking is limited to residential living units, and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is subject to disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, visitation in private quarters of residence halls is limited to the following hours:

Sunday-Thursday	10:00 A.M.-12:00 midnight
Friday	10:00 A.M.-1:00 A.M.
Saturday	10:00 A.M.-2:00 A.M.

Any living unit (residence hall floor, cottage, or fraternity) may further limit the "open" hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place at any time the living unit is open in designated public areas of all residences.

STUDENT GOVERNMENT

The faculty and administration believe that the College should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections. Some of the more important College agencies which involve students are described in the paragraphs which follow.

Student Life Council The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council's decisions are reviewed by the President and, at the President's discretion, by the Board of Trustees prior to implementation.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate also nominates students for service on certain committees of The Board of

Trustees. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and works with other college groups to plan such campus activities as Homecoming. Another important function of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

The Honor Commission The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the staff of the office of Student Life and Educational Services. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Student Life and Educational Services.

Student Conduct Review Board This committee handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives of the Interfraternity Council and Panhellenic Council, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures Through a lecture program, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on a topic related to those years. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the general area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

John B. Zinn Seminars These seminars, established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, 1924-1959, bring men and women of outstanding ability in the field of Chemistry to present seminars on topics of current interest to the College campus.

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

PERFORMING ARTS

By sponsoring student organizations and department programs, the College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir, which has received international recognition, appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. By means of auditions held at the beginning of each school year, choir members are selected for voice quality, true-ness of ear, and musical feeling.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Band The Gettysburg College Band opens its season with a marching band camp in preparation for performances at football games, pep rallies, parades, and convocations. The Band also hosts an annual High School Band Day at a home football game.

At the conclusion of marching band season symphonic band rehearsals begin. Besides home concerts, an annual tour is taken to nearby communities and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble, and saxophone quartet are open for membership to Band members and meet on a weekly basis.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, Owl and Nightingale, under the direction of the Director of Theatre Arts, each year offers four major productions. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre. The Players tour at least one production annually to regional high schools and colleges.

Laboratory Theatre Now in its eighteenth season, Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights.

Otherstage In addition to sharing the facilities of the black box Studio Theatre with Lab, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to

scene design, lighting, and costuming.

The CPC Summer Theatre Practicum This is an offering of the Central Pennsylvania Consortium, housed on the Gettysburg Campus. While offering cultural stimulation to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum, a college credit course whose members serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Artist in Residence During the year, usually in the January Term, the College has one or more Artists in Residence on the campus. These are drawn from the fields of music, theatre, and dance. An Artist in Residence works with students in demonstrating the skills and craft of the creative performing artist.

STUDENT COMMUNICATION MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photog-

raphy, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen early in the fall term.

WZBT The College radio station (90.3 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

STUDENT ORGANIZATIONS AND ACTIVITIES

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study and a distinguished academic record. Gettysburg College faculty members and administrators who belong to Phi Beta Kappa elect students to the Gettysburg Chapter.

DEPARTMENTAL, PROFESSIONAL, AND HONORARY SOCIETIES

Alpha Kappa Delta: national sociological honor society

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national dramatic honor fraternity

American Marketing Association: organization for students interested in economics and business administration

Association of The U.S. Army: national military professional organization

Beta Beta Beta: national honorary society for students of biology

Delta Phi Alpha: German language society

Eta Sigma Phi: undergraduate fraternity for students of the classics

Hispanic Culture Society

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: music fraternity

Phi Sigma Iota: national foreign language honorary

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in political science, business administration, and economics

Psi Chi: national honorary society for students of psychology

Sceptical Chymists: organization of students in chemistry

Sigma Alpha Iota: music fraternity

Sociology Club

Society for Physics Students: student section of the professional society, affiliated with the American Institute of Physics; open to all students interested in physics.

Social Fraternities and Sororities On the Gettysburg College campus there are eleven men's social fraternities and seven women's sororities. All of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place at the beginning of the spring term. Each of these groups recognizes that the primary purpose of the College is academic; thus, each fraternal group encourages good scholarship.

WOMEN'S SORORITIES

Alpha Delta Pi
Alpha Xi Delta

Chi Omega
Delta Gamma

Gamma Phi Beta
Sigma Kappa
Sigma Sigma
Sigma

MEN'S FRATERNITIES

Alpha Chi Rho
Alpha Tau
Omega

Phi Gamma Delta
Phi Kappa Psi

Sigma Chi
Sigma Nu

(continued on p. 123)

Lambda Chi	Phi Sigma Kappa	Tau Kappa
Alpha		Epsilon
Phi Delta Theta		Theta Chi

COLLEGE UNION

College life is not solely a series of treks from the classroom to the dorm to the cafeteria and back to the dorm again. A chance to relax, to enjoy some light entertainment, to get a cup of coffee, or to share conversation with friends, faculty, and administration in an informal atmosphere is available at the College Union. For student use and enjoyment the College Union provides the following facilities:

INFORMATION DESK—

BULLET HOLE—available for a snack or a break from routine meals

BOOKSTORE—a student-oriented store, moderately priced; open Monday-Friday 9-5

CRAFT CENTER—located in the basement of Plank Gym, the center offers the opportunity to experiment with new crafts such as pottery, jewelry, batik, macrame, and photography

GAMES ROOM—offers pinball, billiards, air hockey, electronic tennis

DARK ROOM—for student use only; under supervision of Photography Club

BALLROOM—seats 2,000 and is the scene of dances, concerts, plays, and lectures

TABLE TENNIS AND SHUFFLEBOARD—located in rear ballroom

SWIMMING POOL

BOWLING LANES

READING LOUNGE

TELEVISION LOUNGE

ART GALLERY—located in

upstairs lounge

DISPLAY SHOWCASES

MEETING ROOMS

STUDENT GOVERNMENT

OFFICES

COLLEGE UNION BOARD
OFFICE

RADIO STATION—WZBT,

90.3 on your dial

RECORD LISTENING

ROOMS

BLACK STUDENT UNION

EMERGENCY PHONE

SYSTEM

At the College Union Information Desk alone, the College Union professional and student staff provide the following services:

CAMPUS AND
COMMUNITY
INFORMATION

TRAVEL INFORMATION

XEROX AND
MIMEOGRAPHING
SERVICE

LOST AND FOUND
SIGN PRESS FOR
PUBLICITY & POSTERS

LOCK RENTAL FOR
LOCKER ROOMS

NEWSPAPERS (subscriptions)

CAMPING EQUIPMENT,
BIKE RENTALS
CAMPUS DIRECTORY FILE
CAMPUS MAPS
FILM PASSES AND TICKET
SALES
GAMES EQUIPMENT
RENTAL
MEETING ROOM
RESERVATIONS (through
Scheduling Coordinator)
CHANGE SERVICE

lowing additional services are available:

WEEKLY CALENDAR OF EVENTS—a list of activities occurring on campus during the week

BULLETIN BOARDS—organizational space may be arranged through the Scheduling Coordinator

RIDE AND EXCHANGE BOARD—a service designed to make finding transportation easier

POTPOURRI—a daily sheet of news shorts created and typed by students

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs, initiated by the student-composed College Union Board, reflect the Union's philosophy and goal to provide meaningful and enjoyable recreational, social, and cultural opportunities to complement the overall educational experience of being a student at Gettysburg College.

COLLEGE UNION HOURS:

Monday thru Friday	8 a.m. - midnight
Saturday	8 a.m. - 1 a.m.
Sunday	noon - midnight

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	— Football Soccer	Field Hockey Volleyball	Cross Country

(continued on p. 124)

In the area around the Information Desk the fol-

Winter	— Basketball Swimming Wrestling	Basketball Swimming	Rifle
Spring	— Lacrosse Tennis	Lacrosse Softball Tennis	Baseball Golf Track and Field

There are also informal clubs for women in cross country and track and field. Some intercollegiate competition is available in these sports.

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike racing, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

STUDENT SERVICES

Deans' Offices The Office of the Dean of Student Life and Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems. Other Deans located in the same area of Pennsylvania Hall, assist students with housing and fraternity and sorority matters. They frequently are also concerned with questions of discipline.

The Dean of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate and Assistant Deans of the College supply information concerning January Term programs, medical and dental school admission requirements, affirmative action, and institutional research.

Student Health Service The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A twenty-six bed health center is staffed twenty-four hours daily by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or the physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

COUNSELING SERVICES

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff offer a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the college's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often

simply helping a student's learning to understand herself or himself better.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their relationships on campus and assist them when they leave Gettysburg. Groups that are regularly offered are Communicating Confidence (Assertiveness Training), My Partner and Me (Communication Skills for "Committed" Couples), Relax and Take It Easy, Study Skills, and Slim Chance in a Fat World. Other group experiences are created based on campus need and interest.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

All Counseling Service activities are free and are available to Gettysburg College students. It is the Counseling staff's desire that their services complement the college's academic program and their hope that for some students they will be an integral part of their educational experience.

CAREER SERVICES OFFICE

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among in individuals and organizations beyond the campus community. Relatedly, the office provides a variety of programs and services to support students in the planning and implementation of the next step after graduation. Group-based sessions covering topics such as career planning, job hunting techniques, and resume writing are offered regularly, and individual assistance is also available. A library of career information, including employer literature, graduate school catalogues, and self-instructional materials is maintained for students' use. Seniors may take advantage of interview opportunities provided by employer and

graduate school representatives who visit the campus annually.

All students are encouraged to become involved with the career services program early in their college careers to learn more about both the relationship between the liberal arts and career development and some means of working toward a satisfying post-graduation involvement.

FINANCIAL AID

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

FACILITIES

Gettysburg College has a 200 acre campus with 43 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837, to the John A. Hauser Fieldhouse constructed in 1973. A campus map appears at page 126.

Academic Facilities

The Library The College library collection is housed in the Schmucker Memorial Library Building and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 246,000 volumes, 32,000 microforms, 12,000 governmental publications, 7,700 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to about 1,100 journals. A new multi-million dollar Library/Learning Resources Center is scheduled to be completed early in 1981.

The Open Door is a leaflet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania,

(continued on page 128.)

CAMPUS MAP

ADMINISTRATION OFFICES

	Location
President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Career Services	Pennsylvania
College Relations	Pennsylvania
Counseling Services	Pennsylvania
Dean of the College	Pennsylvania
Dean of Student Life and Educational Services	Pennsylvania
Development	Pennsylvania
Librarian	Schmucker Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

ACADEMIC AREAS

Art	Christ Chapel
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed. ...	Bream Gym, Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Military Science	West
Music	Brua
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary

Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter
Theatre Arts	Glatfelter

RESIDENCE HALLS

MEN

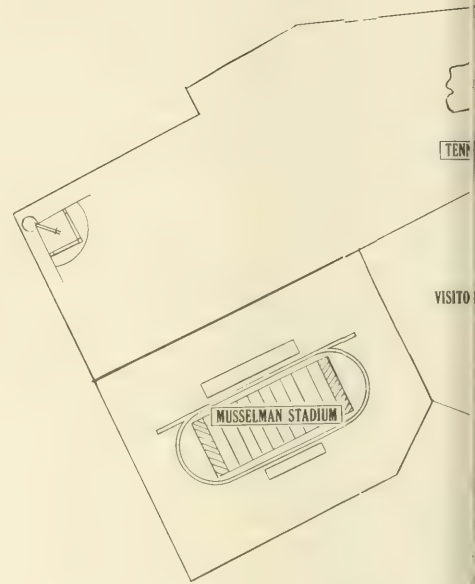
Apple
Apple Annex
Musselman
Patrick
Paul
Rice

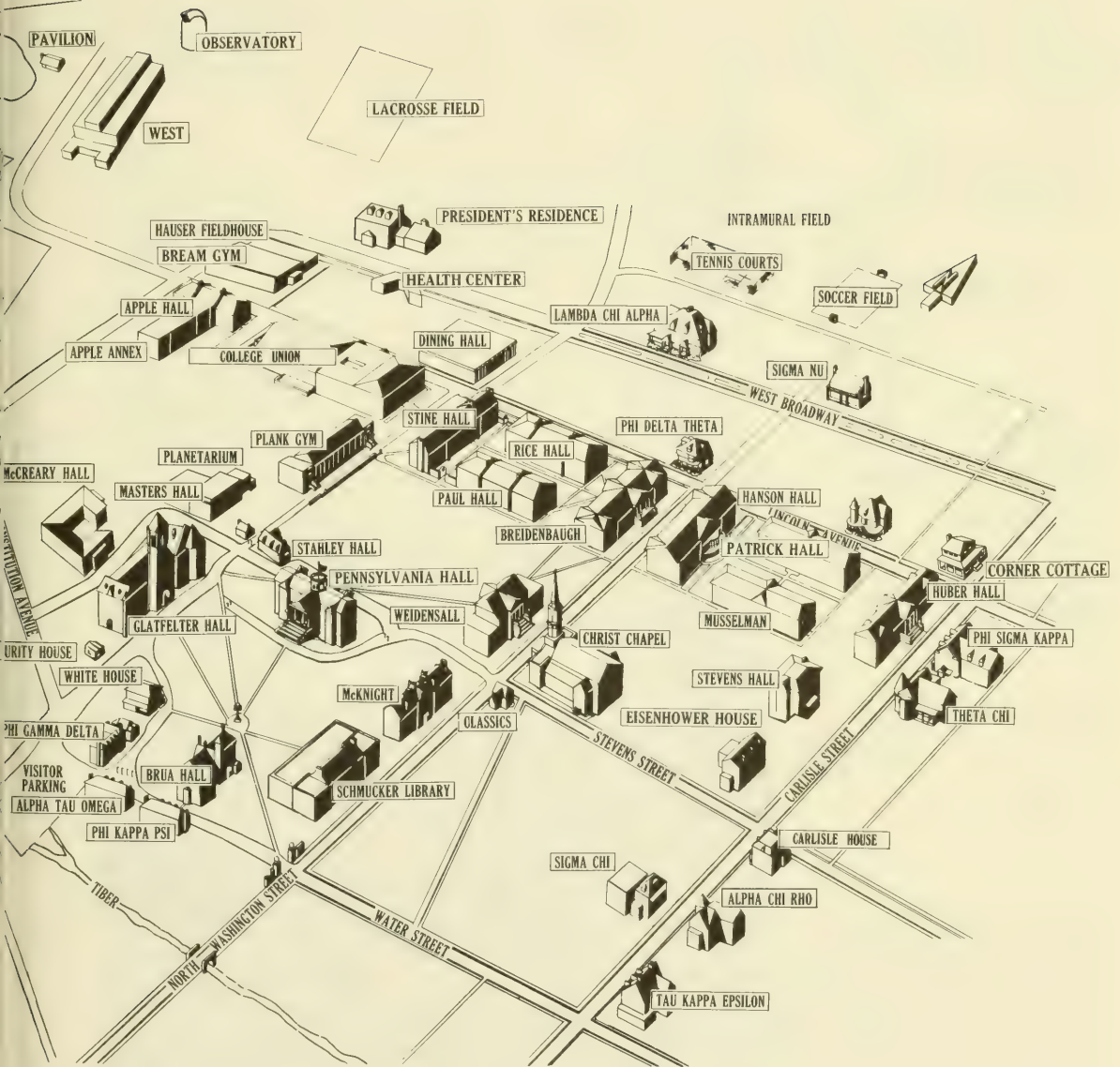
WOMEN

Apple
Apple Annex
Hanson
Huber
Musselman
Patrick
Rice
Stevens
Stine

Services

Bookstore	College Union
Health Service	Health Center
Post Office	Plank Gym
Snack Bar	College Union





PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Brua Hall	Music	Studios and Recital Hall
Classics Building Glatfelter Hall	Classics Economics and Business Administration, English and Religion	Theatre Laboratory Studio, Computer Center
McKnight Hall	German and Russian, Romance Languages	Language Laboratory
Stahley Hall	Education and Mathematics	
Weidensall Hall	History and Philosophy	
West Building White House	Military Science Political Science	

Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology, Psychology, Sociology and Anthropology	Electron Microscope, Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 6700 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey, and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Living and Dining Facilities

See Living Accommodations on p. 116.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, after complete renovation, was rededicated in 1970 and now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the residence of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Deans' Conference House, which is used for small group meetings.

GETTYSBURG

**Admissions,
Expenses,
and
Financial
Aid**



ADMISSION POLICY

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should

be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$20 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the College of his or her first choice, may submit an application for Early Decision acceptance. The application must be received by November 15 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Those students submitting applications for Early Decision who are not offered acceptance in December will automatically be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of three or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He or she must present a

regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

COMPREHENSIVE ACADEMIC FEE PLAN

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain

Health and Physical Education activity courses, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$480 per course or \$120 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1980-81 \$4720

BOARD

College Dining Hall (21 meals per week) \$ 880

ROOM RENTS

Costs for all College living facilities	\$ 800
Single rooms	\$1000

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

Comprehensive Academic Fee	\$4720
Board	880
Dormitory Room	800
Books and Supplies	<u>200</u>
	\$6600

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the Bookstore is operated on a cash basis, students should be provided with \$200 each year to purchase books and supplies.

SPECIAL STUDENT FEES

Any student who is not a candidate for a degree will be charged at the rate of \$480 per course or \$120 per quarter course.

PAYMENT OF BILLS

Checks should be made payable to Gettysburg College and sent to the *Bursar, Gettysburg College, Gettysburg, PA 17325* by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on **August 15** and the second due and payable on **January 10**. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms.

Of the advanced payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages for as long as the student is in attendance.

Every continuing student in the College is required to pay a fee of \$100.00 by April 1. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

VETERANS' ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

INSURED TUITION PLAN

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan covering four years of College expenses and an insurance policy guaranteeing payment for

completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301; Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861; and the Girard Bank, Consumer Loan Division (Edu-Check Program), Second & Chestnut Streets, Philadelphia, Pennsylvania 19106.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. for information to all new students around June 1st of each year.

BOARD

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

HOUSING POLICY

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life and Educational Services. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

REFUND POLICY

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life and Educational Services.

Refunds of the portion of the half-year bill paid for comprehensive academic fee and room rental are not made unless the student is required to withdraw because of the student's serious illness or unless the student who withdraws has a Guaranteed Student Loan guaranteed by a federal, state or private agency.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question.

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund

More than one-half of
the period covered
by the half-year
bill

No Refund

Note: January Term withdrawals for reasons stated above:

Withdrawal in first half of January Term	100% refund 2nd half- year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds.

ACCIDENT INSURANCE

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

PERSONAL PROPERTY INSURANCE

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

STUDENT FINANCIAL AID

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should se-

cure a renewal application from the Director of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded by a faculty committee in the form of grants, loans or a combination of these. All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintain a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately one-fourth of the students receive financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Student Life and Educational Services, and on the reverse side of the Notification of Financial Aid.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID) STUDENT AID

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to

any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably pre-ministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926–1969, is awarded to a needy and deserving male scholar-athlete.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush '73 is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry,

serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D. D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert, a graduate of the Class of 1965, by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper

Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvin Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazelton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazelton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence

McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The

income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

LOAN FUNDS FOR STUDENTS

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

OTHER AID FOR STUDENTS

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Aero Oil Company Scholarship: The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Presser Foundation Scholarship: An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Weaver - Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Basic Educational Opportunity Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship: An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan.

GETTYSBURG

Register



BOARD OF TRUSTEES¹

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Vice Chairman

Chairman of the Board, York Shipley, Inc.,
York, Pennsylvania

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Secretary

Lutherville, Maryland

JAMES G. APPLE (1978)

Vice President, Butter Krust Baking Company,
Sunbury, Pennsylvania

***JOHN A. APPLE (1953-1964) (1964-1977)**

President, Butter Krust Baking Company,
Sunbury, Pennsylvania

JOHN H. BAUM (1976)

Publisher and Vice President, The
Patriot-News Company, Harrisburg,
Pennsylvania

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Alumni Trustee

Development Microbiologist,
American Cyanamid Co.,
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HAROLD BRAYMAN (1969)

Wilmington, Delaware

HENRY T. BREAM (1972)

Gettysburg, Pennsylvania

ALBERT R. BURKHARDT (1970)

Maryland Synod Trustee

Pastor, First Lutheran Church, Ellicott City,
Maryland

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Manager, Connecticut General Life Insurance
Co., Philadelphia, Pennsylvania

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Chairman of the Board, Carlisle Corporation,
Carlisle, Pennsylvania

GUY S. EDMISTON (1977)

Central Pennsylvania Synod Trustee

Secretary, Central Pennsylvania Synod,
Harrisburg, Pennsylvania

CHARLES H. FALKLER (1973)

Senior Vice President and Regional
Administrator, National Central Bank, York,
Pennsylvania

PAUL L. FOLKEMER (1973)

Maryland Synod Trustee

Folkemer Photo Service, Ellicott City,
Maryland

CHARLES E. GLASSICK (1977) ex-officio

President, Gettysburg College, Gettysburg,
Pennsylvania

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Alumni Trustee

Executive Vice President, Mutual Inspection
Bureau, Harrisburg, Pennsylvania

ROBERT D. HANSON (1974)

Alumni Trustee

Attorney, Harrisburg, Pennsylvania

***JOHN A. HAUSER (1967-1979)**

Biglerville, Pennsylvania

JOHN A. HOCH, SR. (1979)

Central Pennsylvania Synod Trustee

Dean Emeritus,
Bloomsburg State College,
Bloomsburg, Pennsylvania

EUGENE D. HUG (1979)

President and Chief Executive,
Phoenix Steel Corporation,
Claymont, Delaware

EDWIN T. JOHNSON (1977)

President, The Johnson Companies,
Philadelphia, Pennsylvania

JUDITH W. KIP (1974)

Wyncote, Pennsylvania

HOWARD J. McCARNEY (1958-1960) (1966),
ex-officio

President, Central Pennsylvania Synod,
Lutheran Church in America, Harrisburg,
Pennsylvania

G. THOMAS MILLER (1963-1967) (1975)

Central Pennsylvania Synod Trustee
Attorney, Harrisburg, Pennsylvania

RAMON R. NAUS (1975)

Chairman of the Board, Naus and Newlyn,
Inc., Philadelphia, Pennsylvania

PATRICK F. NOONAN (1978), *Alumni Trustee*
President, The Nature Conservancy, Arlington,
Virginia

THOMAS C. NORRIS (1974)

Vice President-Operations, P. H. Glatfelter
Company, Spring Grove, Pennsylvania

PAUL M. ORSO (1968), *ex-officio*

President, Maryland Synod, Lutheran Church
in America, Baltimore, Maryland

JAMES A. PERROTT (1975), *Alumni Trustee*
Judge, Baltimore, Maryland

***PAUL H. RHOADS** (1960-1972)

Attorney, Harrisburg, Pennsylvania

***JOHN S. RICE** (1939-1968) (1969-1972)

Former Ambassador to the Netherlands, Ft.
Lauderdale, Florida

MURIEL L. RICE (1979)

Gettysburg, Pennsylvania

C. B. ROGERS, JR. (1979)

Group Executive and Senior Vice President,
IBM Corporation,
White Plains, New York

CARROLL W. ROYSTON (1973)

Attorney, Towson, Maryland

***WILLIAM H. B. STEVENS** (1959-1971)

Gettysburg, Pennsylvania

***F. WILLIAM SUNDERMAN, M.D.** (1967-1979)

Director, Institute for Clinical Sciences,
Philadelphia, Pennsylvania

DONALD M. SWOPE (1977)

Attorney, Gettysburg, Pennsylvania

JAMES I. TARMAN (1978), *Alumni Trustee*

Associate Director of Athletics and Assistant
to the Dean, Pennsylvania State University,
University Park, Pennsylvania

CHARLES W. WOLF (1970)

Attorney, Gettysburg, Pennsylvania

EARL W. ZELLERS (1979) *Central*

Pennsylvania Synod Trustee
Pastor, St. Mark's Lutheran Church, Annville,
Pennsylvania

IRVIN G. ZIMMERMAN (1966)

Vice President, The Bell Telephone Company
of Pennsylvania, Philadelphia, Pennsylvania

¹The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

*Honorary Life Trustees.

ADMINISTRATION (1979-80 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D.,
Princeton University; D.Sc., University of
Richmond

Allan C. Carlson 1979-
Assistant to the President
A.B., Augustana College (Illinois); Ph.D., Ohio
University

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M., Yale
Divinity School

Stephen D. Samuelson 1975-
Associate Chaplain
B.A., Michigan State University; M.Div.,
Lutheran School of Theology

Paul Poerschke 1979-
Chapel Intern
B.A., Capital University

Harold A. Dunkelberger 1950-
Director of Church Relations and
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Columbia University

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard
University

G. Ronald Couchman 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College

Robert C. Nordvall 1972-
Associate Dean of the College
B.A., DePauw University; J.D., Harvard Law
School; Ed.D., Indiana University

Mary Margaret Stewart 1959-
Assistant Dean of the College and Professor
of English
A.B., Monmouth College (Illinois); Ph.D.,
Indiana University

Richard K. Wood 1969-
Director of Computer Facilities
B.A., Earlham College; M.S. (2), University of
Wisconsin

Barbara J. Henderson 1978-
Coordinator of Administrative Computing
B.A., University of Colorado; M.A., Indiana
University

John Tate 1979-
Administrative Systems Analyst
B.A., Carnegie-Mellon University

William Wilson 1979-
Coordinator of Academic Computing
B.A., Gettysburg College; M.A., Ph.D.,
University of Connecticut

Delwin K. Gustafson 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D.,
University of Nebraska

Daniel A. Dundon 1972-
Associate Director of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

Joseph E. Zamborsky 1973-
Associate Director of Admissions
B.A., Gettysburg College; M.S., Shippensburg
State College

Marquerite Carroll 1977-
Admissions Counselor
A.B., Duke University

Jean LeGros 1978-
Admissions Counselor
B.A., Gettysburg College

Janet O. R. Smith 1962-
Admissions Counselor

James H. Richards 1974-
Librarian
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Mary G. Burel 1970-
Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S., Florida
State University

David T. Hedrick 1972-
Audio Visual Librarian
B.A., Emory and Henry College; M.A.,
University of Denver

Gwen Hepner 1978-
Catalogue Librarian
B.S., M.S.L.S., Shippensburg State College



- Dwight A. Huseman** 1971-
Serials/Documents and Systems Librarian
A.B., Susquehanna University; B.D., S.T.M.,
Lutheran Theological Seminary,
Philadelphia; M.S.L.S., Drexel University
- Anna Jane Moyer** 1961-
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University
- Frances H. Playfoot** 1972-
Assistant Readers' Services
Librarian/Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College
- Frank B. Williams** 1966-
Dean of Student Life and Educational Services
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania
- Ralph W. Arend, Jr.** 1975-
Associate Dean for Student Life
B.A., Denison University; M.A., Ph.D., Ohio
University
- David C. Halek** 1979-
Assistant Dean of Student Life
B.S., University of Rochester
- H. Patricia Lord** 1979-
Assistant Dean of Student Life
B.A., M.Ed., St. Lawrence University
- Nancy C. Locher** 1968-
Associate Dean for Educational Services
B.A., Mary Baldwin College; M.A., University
of North Carolina
- Salvatore Ciolino** 1971-
Director of Financial Aid
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany
- Don A. Crewell** 1978-
Assistant Director of Financial Aid and
Coordinator of Minority Affairs
B.A., M.Ed., Lehigh University
- William H. Jones** 1964-
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin; Ed.D., Boston
University
- J. Michael McGrath** 1967-
Consulting Psychiatrist
B.S., University of Notre Dame; M.D., Temple
University School of Medicine
- T. Thorne Wiggers** 1978-
Counseling Psychologist
A.B., Cornell University; M.S., Miami
University; Ed.D., University of Rochester
- Deanna Forney** 1978-
Director of Career Services
B.A., Gettysburg College; M.A., The
Pennsylvania State University
- Edward F. McManness** 1970-
Director of the College Union
B.S., M.S., East Texas State University; M.B.A.,
Mt. St. Mary's College
- Mary D. Gutting** 1979-
Assistant Director of the College Union
B.S., University of Northern Colorado; M.Ed.,
Colorado State University
- Clare N. Shumway** 1977-
Medical Director
M.D., University of Buffalo School of Medicine
- Douwe L. Radsma** 1961-
College Physician
M.D., University of Amsterdam
- Ruth Kane** 1964-
Head Nurse
R.N., Mercy Hospital; B.S., Duquesne
University
- Eugene M. Haas** 1954-
Director of Intercollegiate Athletics and
Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia
University
- John D'Ottavio** 1979-
Coach and Lecturer in Health and Physical
Education
B.S., East Stroudsburg State College
- Robert T. Hulton** 1957-
Coach and Associate Professor of Health and
Physical Education
B.A., Grove City College
- R. Eugene Hummel** 1957-
Coach and Associate Professor of Health and
Physical Education
B.A., Gettysburg College; M.A., Columbia
University
- William T. Miller** 1977-
Coach and Instructor in Health and Physical
Education
B.S., M.Ed., Norwich University

Debra Novgrad 1979-
Coach and Lecturer in Health and Physical Education
B.A., Montclair State College; M.Ed., Springfield College

David P. Rahn 1976-
Coach and Instructor in Health and Physical Education
B.S., M.S., University of Delaware

William Rost 1974-
Coach and Assistant Professor of Health and Physical Education
B.A., M.S., Indiana University

Carolyn J. Schlie 1975-
Coach and Assistant Professor of Health and Physical Education; Coordinator of Women's Intercollegiate Athletics
B.S., Valparaiso University; M.S., Indiana University

Barry H. Streeter 1975-
Coach and Assistant Professor of Health and Physical Education
B.A., Lebanon Valley College; M.S., University of Delaware

John Schlegel 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College

Gary L. Anderson 1973-
Bookstore Manager
B.A., University of Albuquerque; M.B.A., Mt. St. Mary's College

Robert A. Pickel 1974-
Assistant Bookstore Manager
B.A., Gettysburg College

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

John Coleman 1979-
Director of Physical Facilities

Nicolaas P. Schindeler 1968-
Superintendent of Engineering and Construction
B.S. in Mechanical Engineering, Amsterdam Technical College

James A. Treas 1971-
Director of Safety and Security

Jack S. Krafft
Assistant Director of Safety and Security

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Director of Development
B.S., Denison University; M.S., Miami University

Richard E. Walker 1963-
Director of Planned Giving
B.A., Gettysburg College

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg State College

Bernadine Dorich 1979-
Director of Public Relations
A.B., West Liberty State College; M.A., Kent State University

Paul D. Mangan 1976-
News Bureau Director
B.S., Mt. St. Mary's College

Robert B. Kenworthy 1965-
Sports Information Officer

THE FACULTY (1979-80 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D., Princeton University; D.Sc., University of Richmond

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

EMERITI

R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's Certificate in Voice, Peabody Conservatory of Music

Albert Bachman 1931-1963

Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation,
University of Zurich; Ph.D., Columbia
University

M. Esther Bloss 1953-1968

Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia
University

Henry T. Bream 1926-1969

Professor of Health and Physical Education,
Emeritus
B.S., Gettysburg College; M.A., Columbia
University

Albert W. Butterfield 1958-1972

Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S.,
University of Michigan

Martin H. Cronlund 1957-1973

Dean, Emeritus
B.A., Gettysburg College; M.A., Temple
University

Helen H. Darrah 1961-1977

Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

William C. Darrah 1957-1974

Professor of Biology, Emeritus
B.S., University of Pittsburgh; L.H.D.,
Gettysburg College

Edith Fellenbaum 1963-1968

Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns
Hopkins University

John G. Glenn 1925-1966

Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D.,
Princeton University

Carl Arnold Hanson 1961-1977

President, Emeritus
B.A., University of Akron; Ph.D., Cornell
University; LL.D., University of Akron; L.H.D.,
Roanoke College; LL.D., Dickinson Law
School

William D. Hartshorne, Jr. 1928-1959

Professor of Romance Languages, Emeritus
A.B., M.A., Haverford College; Diplôme de
Professeur de français à l'étranger, Université
de Toulouse

F. Stanley Hoffman 1956-1977

Treasurer, Emeritus
B.S., M.S., Gettysburg College

W. Ramsay Jones 1956-1975

Dean, Emeritus
B.A., Gettysburg College

Norman E. Richardson 1945-1979

William Bittinger Professor of Philosophy,
Emeritus
A.B., Amherst College; B.D., Yale Divinity
School; Ph.D., Yale University

Katherine K. Taylor Rood 1947-1966

Professor of English, Emerita
B.A., University of Oregon

Calvin E. Schildknecht 1959-1979

Ockershausen Professor of Chemistry, Emeritus
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

Charles A. Sloat 1927-1968

Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University

Lillian H. Smoke 1959-1974

Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia
University

Parker B. Wagnild 1937-1976

Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran
Theological Seminary, Gettysburg; M.S.M.,
Union Theological Seminary; M.A., New York
University; Mus.D., Thiel College; D.D.,
Gettysburg College

Glenn S. Weiland 1949-1974

Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Waldemar Zagars 1956-1974

Professor of Economics, Emeritus
Dr. oec., University of Riga

CURRENT FACULTY

Paul R. Baird 1951-

Associate Professor of Economics and
Business Administration
B.A., M.A., The Pennsylvania State University

Robert D. Barnes³ 1955-

Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke
University

Guillermo Barriga 1951-

Associate Professor of Romance Languages
B.S., Columbian Naval Academy; M.A.,
Middlebury College; Ph.D., University of
Madrid

Edward J. Baskerville² 1956-

Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia University

Neil W. Beach 1960-

Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

Ethel Beach-Viti 1978-

Assistant Professor of Romance Languages
B.A., University of Montevallo; M.A., Ph.D., Duke University

F. Eugene Belt 1966-

Associate Professor of Music
A.B., Western Maryland College; M.A., New York University

Gareth V. Biser 1959-

Associate Professor of Health and Physical Education
B.S., Gettysburg College; M.S., Syracuse University

Robert L. Bloom 1949-

Adeline Sager Professor of History
B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University

A. Bruce Boenau 1957-

Professor of Political Science, Department Chairman
A.B., Amherst College; A.M., Ph.D., Columbia University

Harry F. Bolich 1947-

Associate Professor of Speech
Sc.B., Sc.M., Bucknell University

Donald M. Borock³ 1974-

Associate Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Lois J. Bowers 1969-

Assistant Professor of Health and Physical Education
B.S., Temple University; M.Ed., Western Maryland College

Bruce W. Bugbee 1958-

Associate Professor of History
A.B., College of William and Mary; A.M., Ph.D., University of Michigan

A. Ralph Cavaliere 1966-

Professor of Biology, Department Chairman
B.S., M.S., Arizona State University; Ph.D., Duke University

John F. Clarke 1966-

Professor of English
B.A., Kenyon College; M.A., Stanford University

Glendon F. Collier 1957-

Assistant Professor of German and Russian
B.A., Franklin and Marshall College; M.A., University of California, Berkeley

Chan L. Coulter 1958-

Professor of Philosophy, Department Chairman
B.A., University of Iowa; M.A., Ph.D., Harvard University

David J. Cowan 1965-

Associate Professor of Physics
B.S., M.A., Ph.D., University of Texas

Basil L. Crapster 1949-

Professor of History, Department Chairman
A.B., Princeton University; A.M., Ph.D., Harvard University

David L. Crouner 1967-

Associate Professor of German and Russian
B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers - The State University of New Jersey

Paul R. D'Agostino 1969-

Professor of Psychology
B.S., Fordham University; M.A., Ph.D., University of Virginia

Theodore C. Daniels 1954-

Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse University

William H. Doherty 1979-

Assistant Professor of Economics and Business Administration
B.S.B.A., Bryant College; M.B.A., Suffolk University

Joseph D. Donolli 1971-

Assistant Professor of Health and Physical Education
B.S., University of Delaware; M.Ed., Temple University

Harold A. Dunkelberger 1950-

Amanda Rupert Strong Professor of Religion, Department Chairman
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Columbia University

Charles F. Emmons¹ 1974-

Assistant Professor of Sociology and Anthropology
B.A., Gannon College; M.A., Ph.D., University of Illinois

Ann H. Fender 1978-

Associate Professor of Economics and Business Administration
A.B., Randolph Macon Woman's College; Ph.D., The Johns Hopkins University

George H. Fick 1967-

Associate Professor of History
A.B., Harvard University; M.A., University of Minnesota; Ph.D., Harvard University

Kermit H. Finstad 1970-

Assistant Professor of Music
B.A., St. Olaf College; M.M., The Catholic University of America

David E. Flesner 1971-

Associate Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D., University of Michigan

Norman O. Forness 1964-

Associate Professor of History
B.A., Pacific Lutheran University; M.A., Washington State University; Ph.D., The Pennsylvania State University

Donald H. Fortnum 1965-

Professor of Chemistry
B.S., Carroll College (Wisconsin); Ph.D., Brown University

Lewis B. Frank 1957-

Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A., The Johns Hopkins University

Robert S. Fredrickson 1969-

Associate Professor of English
B.A., DePauw University; M.A., University of Minnesota; Ph.D., University of North Carolina

Edwin D. Freed 1948-51, 1953-

Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Fryling 1947-50, 1958-

Professor of Mathematics, Department Chairman
B.A., Gettysburg College; M.S., Ph.D., University of Pittsburgh

CAPT Archibald Galloway 1978-

Assistant Professor of Military Science
A.B., College of William and Mary

Robert M. Gemmill 1958-

Associate Professor of Economics and Business Administration
B.A., Gettysburg College; M.A., University of Pennsylvania

Russell P. Getz 1976-

Associate Professor of Music
B.S., Lebanon Valley College; M.S., University of Pennsylvania; Ed.D., The Pennsylvania State University

Richard B. Geyer 1954-

Graeff Professor of English, Department Chairman
A.B., M.A., Miami University; Ph.D., Northwestern University

Charles H. Glatfelter³ 1949-

Professor of History
B.A., Gettysburg College; Ph.D., The Johns Hopkins University

Gertrude G. Gobel 1968-

Associate Professor of Psychology
B.S., The Pennsylvania State University; M.S., University of Illinois; Ph.D., Temple University

Derrick K. Gondwe 1977-
Assistant Professor of Economics and
Business Administration
B.A., Lake Forest College; M.A., University of
Wisconsin; Ph.D., University of Manitoba

Winston H. Griffith 1978-
Instructor in Economics and Business
Administration
B.Sc., University of the West Indies; M.A.,
Howard University

Joseph J. Grzybowski 1979-
Assistant Professor of Chemistry
B.S., King's College; Ph.D., Case Western
Reserve University

Louis J. Hammann 1956-
Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity
School; M.A., The Pennsylvania State
University; Ph.D., Temple University

J. Richard Haskins 1959-
Professor of Physics, Department Chairman
B.S., University of Texas; Ph.D., Ohio State
University

Susan J. Hathaway 1978-
Assistant Professor of Chemistry
B.A., M.A., State University of New York at
Potsdam; Ph.D., University of New Hampshire

CAPT Clement J. Heincer 1979-
Assistant Professor of Military Science
B.A., Temple University

C. Robert Held 1954-55, 1956-
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton
University

John T. Held 1960-
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia
University; M.S., University of Illinois

Caroline M. Hendrickson 1959-
Assistant Professor of Romance Languages
A.B., Wellesley College; M.A., Columbia
University

Thomas J. Hendrickson 1960-
Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa
State University

Sherman S. Hendrix¹ 1964-
Associate Professor of Biology
B.A., Gettysburg College; M.S., Florida State
University; Ph.D., University of Maryland

Janet S. Hertzbach 1978-
Assistant Professor of English
B.A., Gettysburg College; M.A., Ph.D., Indiana
University

MAJ Eugene F. Heyman, Jr. 1977-
Assistant Professor of Military Science
B.A., Texas A & M University; M.A., Central
Michigan University

Edmund R. Hill 1961-
Associate Professor of Economics and
Business Administration
B.Com., McGill University; M.A., Ph.D.,
University of Pittsburgh

Donald W. Hinrichs 1968-
Associate Professor of Sociology and
Anthropology, Department Chairman
B.A., Western Maryland College; M.A.,
University of Maryland; Ph.D., Ohio State
University

Leonard I. Holder 1964-
Professor of Mathematics
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University

Wade F. Hook 1967-
Professor of Sociology and Anthropology
A.B., Newberry College; B.D., Lutheran
Theological Southern Seminary; M.A.,
University of South Carolina; Ph.D., Duke
University

Chester E. Jarvis 1950-
Professor of Political Science
A.B., M.A., University of California, Berkeley;
Ph.D., University of Pennsylvania

LTC Robert B. Karsteter 1978-
Professor of Military Science, Department
Chairman
B.A., M.S., Texas A & M University

John M. Kellett 1968-
Associate Professor of Mathematics
B.S., Worchester State College; M.S., Rutgers
- The State University of New Jersey; Ph.D.,
University of Florida

Grace C. Kenney 1948-
Associate Professor of Health and Physical
Education
B.S., New York University; M.A., Columbia
University

Celeste Kostopulos 1979-
Instructor in Romance Languages
B.A., Simmons College; M.A., Brown University

Arthur L. Kurth 1962-
Professor of Romance Languages
B.A., Yale College; Ph.D., Yale University

L. Carl Leinbach 1967-
Associate Professor of Mathematics
B.A., Lafayette College; M.A., University of
Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970-
Associate Professor of Romance Languages
Ph.D., New York University

Ada G. Lewis 1977-
Instructor in Economics and Business
Administration
B.S., M.Ed., Indiana University of Pennsylvania

Ralph D. Lindeman 1952-
Professor of English
B.A., University of Pittsburgh; M.A., Columbia
University; Ph.D., University of Pittsburgh

Jack S. Locher 1957-
Associate Professor of English
M.A., University of Chicago; Ph.D., University
of Pennsylvania

Rowland E. Logan 1958-
Assistant Professor of Biology
A.B., University of California, Los Angeles;
M.S., Ph.D., Northwestern University

John H. Loose 1959-
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; M.A.,
Ph.D., University of Chicago

Franklin O. Loveland 1972-
Assistant Professor of Sociology and
Anthropology
A.B., Dartmouth College; M.A., Lehigh
University; M.A., Ph.D., Duke University

Richard T. Mara 1953-
Sahm Professor of Physics
B.A., Gettysburg College; M.S., Ph.D.,
University of Michigan

Laurence A. Marschall 1971-
Associate Professor of Physics
B.S., Cornell University; Ph.D., University of
Chicago

Michael Matsinko 1976-
Instructor in Music
B.S., M.M., West Chester State College

Arthur McCardle 1969-
Assistant Professor of German and Russian
B.A., M.A., Ph.D., Columbia University

John K. McComb⁴ 1971-
Associate Professor of English
B.A., M.A., Southern Methodist University;
M.A., Ph.D., The Johns Hopkins University

Carol Ann Merrick 1977-
Assistant Professor of Romance Languages
B.A., Emmanuel College; M.A., Ph.D.,
University of Wisconsin

Fredric Michelman 1973-
Assistant Professor of Romance Languages
B.S. Ec., University of Pennsylvania; M.A.,
Middlebury College; Ph.D., University of
California, Los Angeles

Jan E. Mikesell 1973-
Assistant Professor of Biology
B.S., M.S., Western Illinois University; Ph.D.,
Ohio State University

Carey A. Moore¹ 1955-56, 1959-
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D., The
Johns Hopkins University

M. Scott Moorhead 1955-
Associate Professor of Mathematics
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Kenneth F. Mott² 1966-
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A.,
Lehigh University; Ph.D., Brown University

Samuel A. Mudd 1958-64, 1965-
Professor of Psychology, Department
Chairman
B.A., Gettysburg College; M.S., Ph.D., Purdue
University

James P. Myers, Jr. 1968-
Associate Professor of English
B.S., LeMoyne College; M.A., University of
Arizona; Ph.D., University of Massachusetts

Katsuyuki Niiro 1972-
Assistant Professor of Economics and
Business Administration
B.A., M.A., University of Hawaii; M.A., Ph.D.,
University of Pittsburgh

Norman K. Nunamaker 1963-
Associate Professor of Music
A.B., Bowling Green State University; M.M.,
Ph.D., Indiana University

Joseph P. Nyitray³ 1974-
Associate Professor of Political Science
A.B., Cornell University; M.A., Ph.D., Ohio
State University

Paula Olinger-Rubira 1979-
Instructor in Romance Languages
B.A., University of Wisconsin; M.A., Brandeis
University

CAPT Bruce Olson 1978-
Assistant Professor of Military Science
B.S., U.S. Military Academy

Bruce L. Packard 1971-
Associate Professor of Education
B.A., Gettysburg College; Ed.M., Ed.D.,
Temple University

William E. Parker 1967-
Associate Professor of Chemistry
B.A., Haverford College; M.S., Ph.D.,
University of North Carolina

Howard C. Parks 1966-
Assistant Professor of Classics
B.A., Kenyon College; M.A., Ohio State
University

Alan Paulson 1978-
Assistant Professor of Art
B.F.A., Philadelphia College of Art; M.F.A.,
University of Pennsylvania

Ruth E. Pavlantos 1963-
Pearson Professor of Classics, Department
Chairman
B.A., College of Wooster; M.A., Ph.D.,
University of Cincinnati

James D. Pickering 1954-
Professor of English
A.B., A.M., Wesleyan University; Ph.D.,
Columbia University

Thane S. Pittman 1972-
Associate Professor of Psychology
B.A., Kent State University; M.A., Ph.D.,
University of Iowa

Charles E. Platt 1957-
Professor of Psychology
A.B., Wittenberg University; M.A., Ph.D., Ohio
State University

Lisa Portmess 1979-
Assistant Professor of Philosophy
B.A., Gettysburg College; M.A., Ph.D., Queen's
University

William D. Powers 1977-
Instructor in Music
B.S., Gettysburg College; M.Ed., The
Pennsylvania State University

Ingolf Qually 1956-
Professor of Art, Department Chairman
B.A., St. Olaf College; B.F.A., M.F.A., Yale
University

William F. Railing 1964-
Professor of Economics and Business
Administration, Department Chairman
B.S., United States Merchant Marine
Academy; B.A., The Johns Hopkins University;
Ph.D., Cornell University.

Ray R. Reider 1962-
Assistant Professor of Health and Physical
Education
B.A., Gettysburg College; M.Ed., The
Pennsylvania State University

Michael L. Ritterson 1968-
Assistant Professor of German and Russian
A.B., Franklin and Marshall College; Ph.D.,
Harvard University

Kenneth J. Robson 1979-
Instructor in Economics and Business
Administration
B.S., Utah State University

Russell S. Rosenberger 1956-
Professor of Education, Department Chairman
B.S., Geneva College; M.Litt., Ed.D.,
University of Pittsburgh

Alex T. Rowland 1958-
Professor of Chemistry, Department Chairman
B.A., Gettysburg College; Ph.D., Brown
University

Emile O. Schmidt 1962-
Professor of English and Director of Dramatics
A.B., Ursinus College; M.A., Columbia
University

Henry Schneider, III 1964-
Franklin Professor of German, Department
Chairman
A.B., M.A., Ph.D., Princeton University

Allen C. Schroeder 1967-
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The
Catholic University of America

W. Richard Schubart¹ 1950-
Associate Professor of Philosophy
A.B., Dartmouth College; A.M., Columbia
University

Walter J. Scott 1959-
Associate Professor of Physics
B.A., Swarthmore College; M.S., Lehigh
University

Jack Douglas Shand 1954-
Associate Professor of Psychology
B.A., Amherst College; M.A., Harvard
University; Ph.D., University of Chicago

Howard G. Shoemaker 1957-
Associate Professor of Health and Physical
Education
B.A., Gettysburg College; M.A., Columbia
University

Lee M. Siegel 1978-
Instructor in Economics and Business
Administration
B.A., Queens College of The City University of
New York; M.A., State University of New York
at Buffalo

James F. Slaybaugh 1964-
Assistant Professor of Education
A.B., Roanoke College; M.Ed., The
Pennsylvania State University

Carol D. Small 1969-
Instructor in Art
B.A., Jackson College of Tufts University;
M.A., The Johns Hopkins University

Jeffery Sobal 1977-

Assistant Professor of Sociology and Anthropology
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

Ralph A. Sorensen 1977-

Assistant Professor of Biology
B.A., University of California, Riverside; Ph.D., Yale University

John R. Stemen 1961-

Associate Professor of History
B.A., Yale University; M.A., Ph.D., Indiana University

Mary Margaret Stewart² 1959-

Professor of English
A.B., Monmouth College (Illinois); Ph.D., Indiana University

Amie Godman Tannenbaum 1968-

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Donald G. Tannenbaum¹ 1966-

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²Sabbatical leave, January and Spring Terms, 1980-81

³Sabbatical leave, Academic Year, 1980-81

⁴Leave of Absence, Academic Year, 1980-81

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B.A., Temple University; M.A., University of
Maryland

1980-81 CALENDAR

FALL TERM

August 31-September 3, Sunday-Wednesday
September 4, Thursday at 8:00 A.M.
September 27, Saturday
October 21, Tuesday
October 24, Friday
October 24-26, Friday-Sunday
October 30-November 2, Thursday-Sunday
November 3, Monday at 8:00 A.M.
November 21, Friday at 11:00 A.M.

November 25, Tuesday at 4:00 P.M.
December 1, Monday at 8:00 A.M.
December 10, Wednesday
December 12-18, Friday-Thursday

Orientation and Registration
Classes begin
Alumni Homecoming
Mid-term reports
Fall Honors Day
Fall Parents Weekend
On campus study break
Classes resume
Fall Convocation (11:00
classes cancelled)
Thanksgiving recess begins
Thanksgiving recess ends
Last day of classes
Final examinations

JANUARY TERM

January 5, Monday at 8:00 A.M.
January 30, Friday at 5:00 P.M.

January Term begins
January Term ends

SPRING TERM

February 9, Monday
February 10, Tuesday at 8:00 A.M.
March 25, Wednesday
March 26-29, Thursday-Sunday
April 10, Friday at 4:00 P.M.
April 21, Tuesday at 8:00 A.M.
April 25, Saturday
May 1, Friday at 11:00 A.M.

May 1-3, Friday-Sunday
May 21, Thursday
May 22, Friday
May 25-30, Monday-Saturday
June 7, Sunday

Registration
Classes begin
Mid-term reports
On campus study break
Spring recess begins
Spring recess ends
Get Acquainted Day
Spring Honors Day Convocation
(11:00 classes cancelled)
Spring Parents Weekend
Pre-Registration (no classes)
Last day of classes
Final examinations
Baccalaureate (10:00 A.M.)
Commencement (2:00 P.M.)

STATISTICAL SUMMARY

Students in College

1979 Full-Time Enrollment

Fall Term

	M	W	Total
Senior	233	205	438
Junior	221	232	453
Sophomore	268	243	511
Freshman	288	271	559
	1010	951	1961

Geographic Distribution Full-Time Students

1979 Fall Term

	Number of Students	Percent
Pennsylvania	625	31.8
New Jersey	548	27.9
New York	255	13.0
Maryland	200	10.2
Connecticut	151	7.7
Massachusetts	42	2.1
Virginia	27	1.4
Delaware	21	1.1
Other States and Foreign Countries	92	4.8
	1961	100%

STUDENT RETENTION

Of the students who entered Gettysburg as freshmen in September 1975, 69.5% were graduated by August, 1979, 3.1% who had not met the graduation requirements continued at Gettysburg, 6.5% were required to withdraw from Gettysburg for academic reasons.

ENDOWMENT FUNDS

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Alumni Memorial Endowment Fund

E. W. Baker Estate

Frank D. Baker

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell Estate

Class of 1919 Fund

Class of 1927 Fund

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson

Charles W. Diehl, Jr. '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Ford Foundation

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

John E. Jacobsen Family Endowment Fund

William J. Knox, '10

Frank H. Kramer, '14 and Mrs. Kramer

Harris Lee Estate

The Richard Levis Lloyd Fund

Ralph McCreary Estate

James MacFarlane Fund, Class of 1837

Dana and Elizabeth Manners Memorial

G. Bowers Mansdorfer, M.D., '26

J. Clyde Markel, '00, and Caroline O. Markel

Robert T. Marks

Fred G. Masters, '04

A. L. Mathias, '26

John H. Mickley, '28

A gift for endowment in memory of his brother
William Blocher Mickley

Alice Miller

William J. Miller, Jr., '00

Thomas Z. Minehart, '94

Ruth G. Moyer Estate

Bernice Baker Musser

Helen Overmiller

Joseph Parment Company

Mrs. Willard S. Paul, '31

Nellie G. Royer

Sarah Ellen Sanders

Anna D. Seaman

Paul R. Sheffer, '18

A bequest to Gettysburg College in support of
the educational program.

Herbert Shimer, '96

Robert O. Sinclair

Albert T. Smith Memorial Fund

James Milton Smith Fund

Contributed by Mrs. Emma Hancock Smith as
a memorial to her son James Milton Smith

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Charles M. A. Stine, '01

Harvey W. Strayer, '10

Veronica K. Tollner Estate

Vera and Paul Wagner Fund

*Walter G. Warner Memorial Fund (bv Bergliot
J. Warner)*

Leona S. & L. Ray Weaver Memorial Fund

Richard C. Wetzel

Jack Lyter Williams Memorial Fund

Contributed by Mrs. Ernest D. Williams as a me-
morial to her son Jack L. Williams, Class of 1951.

Jeremiah A. & Annie C. Winter Memorial Fund

Alice D. Wrather

Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A
fund established in 1948 by Francis Louis
Arensberg in memory of his father, a Union vet-
eran, for the purchase of Civil War books and
materials.

*The Rev. Peter C. Bell Memorial Lectureship
Fund* A fund for the establishment of a lec-
tureship on the claims of the gospel on college
men.

Bikle Endowment Fund A fund to support de-
bating, established in 1925 to honor Dr. Philip
Bikle, Class of 1866, Dean of Gettysburg Col-
lege 1889-1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A
fund to support the needs of the library.

Mr. & Mrs. Thomas Citron A fund established
by Mr. & Mrs. Thomas Citron '47 to endow insur-
ance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund A fund es-
tablished in 1961, on the fiftieth anniversary of
the Class, to provide income for the purchase of
books for the college library.

*Class of 1925 Meritorious Service Award Foun-
dation* To provide annual alumni awards for
notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to
Gettysburg College in support of its libraries:
(a) for acquisitions in literature and American
History, as a memorial to his parents, Dr. and
Mrs. Moses Cooper; and (b) for the operating
budget of the library.

A. Bruce Denny Fund A fund in memory of A.
Bruce Denny, Class of 1973, contributed by fel-
low students to purchase library books.

Luther P. Eisenhart Fund A fund established
for the use of Emeriti faculty and of widows of
former members of the faculty in real need of
assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh, '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

The Harry D. Holloway Memorial Fund A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by the Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairman of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoever Alcove Fund A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

GETTYSBURG

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GETTYSBURG

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17325

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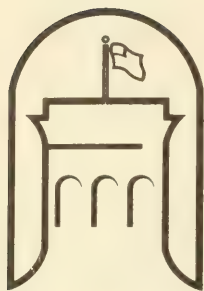
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College—
The
Community**



A heritage of excellence

GETTYSBURG COLLEGE

1832/1982



THE CAMPUS OF PENNSYLVANIA COLLEGE TAKEN THE YEAR OF THE
BATTLE OF GETTYSBURG

This catalogue is designed to help commemorate Gettysburg College's 150th birthday, its Sesquicentennial, which will take place in 1982. The College was granted its charter on April 7, 1832 and was opened for admission of students on November 7, 1832. It is the oldest Lutheran affiliated college in the United States.

The official celebration week for the Sesquicentennial will be April 1-7, 1982. During this week the College will both look back upon its rich history and look forward to its continuing com-

mitment to teach young people to respond to change in the contemporary world. Focus on the future promise of the College is inherent in the Sesquicentennial theme: "The Liberal Arts and Visions of the American Future."

Gettysburg College's heritage of excellence for 150 years is symbolized by the Sesquicentennial logo at the top of this page and recounted through the significant dates and facts from the College's history that appear on the top of many of the pages that follow.



Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural, consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1900 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for prelaw and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.



EGON WECK



Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 21 academic areas: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting, intensive, academic experience in an area in which you have special interest. Individualized study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

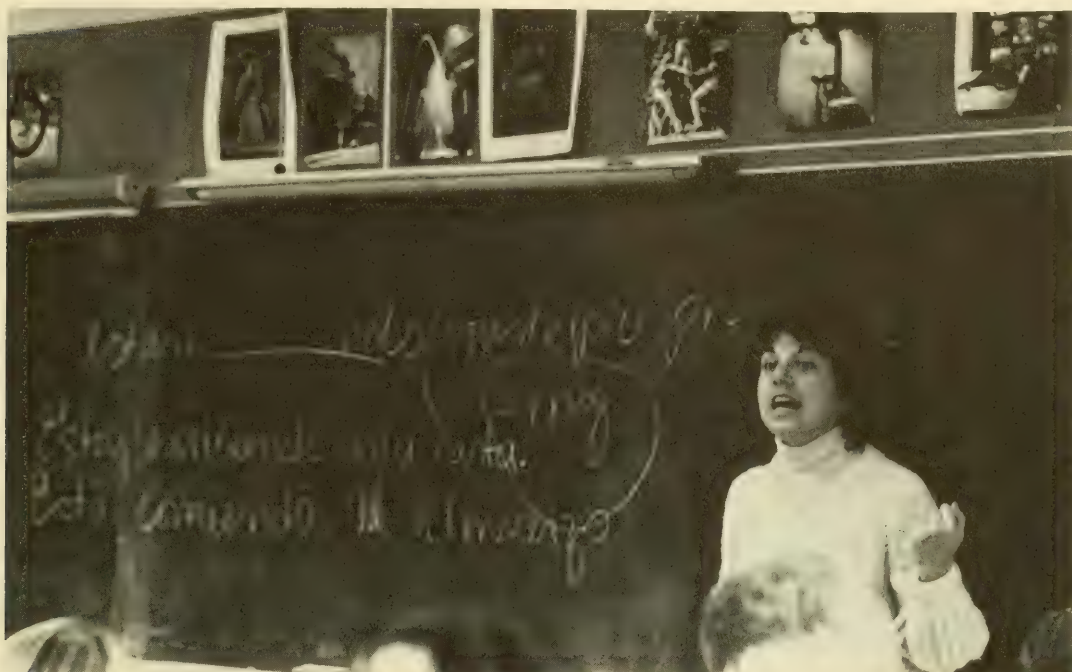
You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for non-academic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.



EGON WECK



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Through membership in the four-college Central Pennsylvania Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University and the United Nations Semester at Drew University. Many students each year study in foreign countries under our Junior Year Abroad program and India program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University, Rensselaer Polytechnic Institute and Washington University of St. Louis. There is a cooperative forestry and environmental studies program with Duke University. Under all of these programs a student begins his or her career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.







EGON WECK





The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from grants from two major foundations in recognition of the College's commitment to excellence in undergraduate teaching and from the College's own resources.

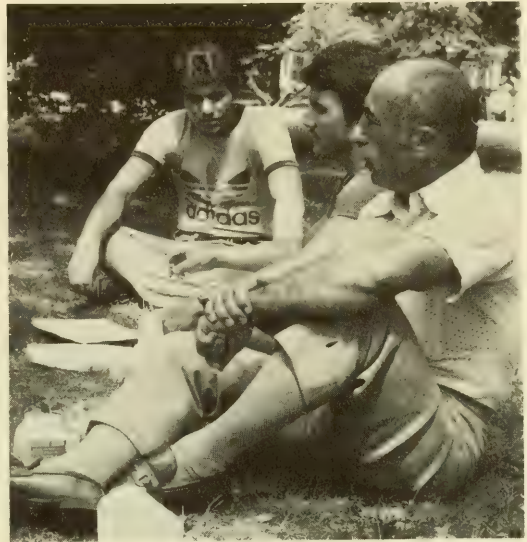
Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story was the subject of the motion picture made for television, "Journey From Darkness" and the book, *White Coat, White Cane*. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. Three-quarters hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.





Musselman Library/Learning Resources Center in final construction stage





Gettysburg's 200-acre campus and 44 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is the new Musselman Library/Learning Resources Center. Total library collections include approximately 255,000 volumes, 34,000 microforms, 32,000 government publications, 10,000 records, and subscriptions to 1,100 journals.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs 6800 computer which permits use in every major computer language to serve your educational needs. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have both an RCA EMU4 transmission electron microscope (TEM) and a JEOL TS20 scanning electron microscope (SEM) so that students in the sciences can do any advanced work for which an electron microscope is a necessity.

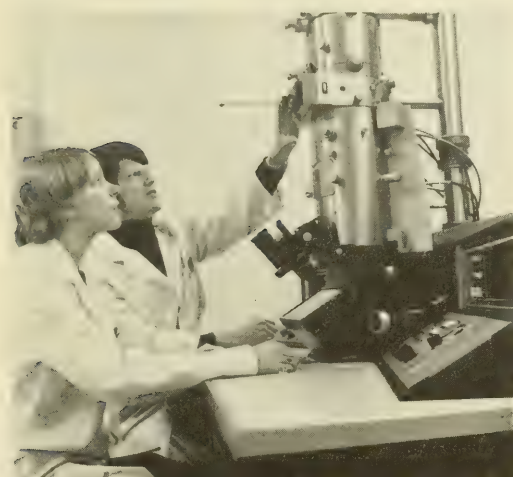
Ten residence halls, 11 fraternity houses, and four cottages provide you with variety in your housing choices. Eighty percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 12 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many other older





buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

A full and diverse program of cultural, extra-curricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

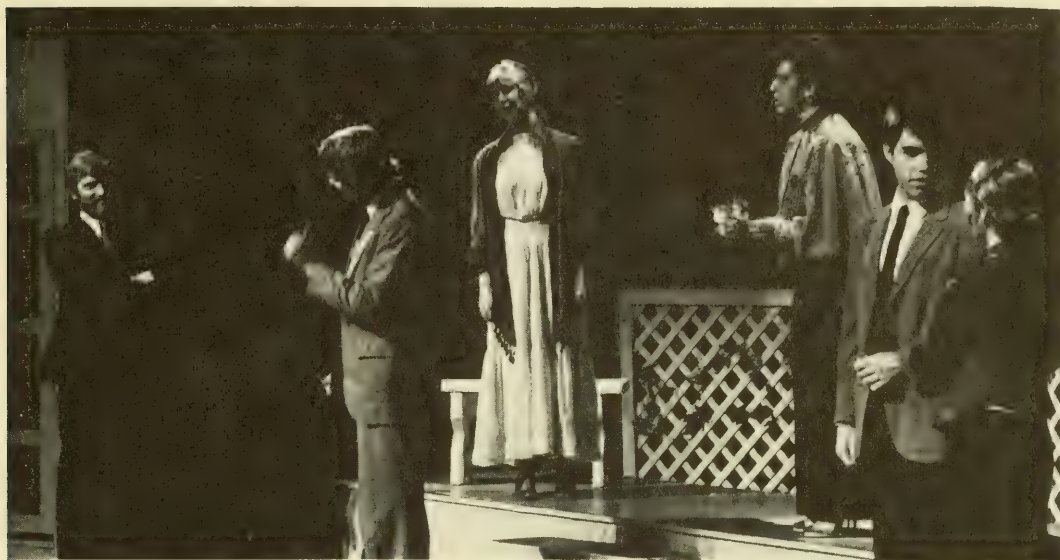
Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Student Life Council is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 11 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.



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To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, a weekly announcement sheet, *This Week at Gettysburg*, and a more frequent informal announcement sheet "*Potpourri*." The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of 20 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, rifle, baseball, golf, and track and field. The teams in rifle, baseball, golf, and track and field are open to both men and women. In addition, there are separate women's teams in

field hockey, volleyball, cross country, basketball, swimming, lacrosse, softball, and tennis.

The College is a member of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The career services office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, and information about graduate studies. Employment interviews with companies are offered on campus; more important, however, the career services office gives training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.





1980 National Division III Field Hockey Champions



Admission to Gettysburg is on the basis of high academic attainment, evidence of ability to do good college work as indicated by aptitude tests, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by April 1. If you apply under the Early Decision Plan, you submit your application before November 15 of your senior year, and you will be notified of acceptance in early December.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$7400 for the 1981-82 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.



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A TWO-MINUTE LOOK AT GETTYSBURG

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington, D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the capital of Pennsylvania.

Enrollment: About 1900 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 44 buildings.

Library: New Musselman Library/Learning Resources Center with total collections of 255,000 volumes, 34,000 microforms, 32,000 government publications, 10,000 recordings and subscriptions to 1,100 journals. The library seats 800 students, and has an all-night study.

Faculty: 132 full time with three-fourths having an earned doctorate or the highest earned degree in their field. Student-Faculty Ratio 13:1.

Academic Calendar: 4-1-4

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors.

Special Programs: Junior Year Abroad, India program, Washington Semester in government, Washington Economic Policy Semester, United Nations Semester, Harrisburg Urban Semester, cooperative programs in engineering or forestry and environmental studies, certification in elementary and secondary education, January Term internships, Reserve Officers Training Corps, and complete exchange of courses with the other three colleges of the Central Pennsylvania Consortium.

Special Facilities: Sophisticated Burroughs 6800 computer, two electron microscopes - transmission and scanning units, planetarium, greenhouse, observatory, extensive physical education and recreational facilities.

National Honor Societies: Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life: 11 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities: Student-run FM radio station; student newspaper; full range of musical groups including two choirs, women's chorus, two bands, and orchestra; dramatics; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally-known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 12 intercollegiate sports for men, 12 intercollegiate sports for women, 15 intramural sports for men, and 11 intramural sports for women and 3 coeducational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and four cottages. All residence halls except two (which were recently renovated) erected since 1950. Some residence halls are single sex; others occupied by students of both sexes. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

GETTYSBURG

PENNSYLVANIA COLLEGE

Gettysburg, Penna.

Academic Policies and Programs

This institution is the oldest Lutheran College in America and has the largest number of graduates.

The following courses are offered, all leading to a Bachelor's Degree

1. Classical Course
2. Modern Language Course.
3. Latin Scientific Course.
4. Modern Language Scientific Course.
5. Biological Course (Leading to Medicine).
6. Finance and Commerce Course.
7. Civil Engineering Course.
8. Municipal (Sanitary) Engineering Course.
9. Electrical Engineering Course.
10. Mechanical Engineering Course.

Normal Review Courses for teachers given during Spring Term - Summer School. High-class faculty of twenty-five instructors and splendid educational equipment. Good buildings, including recitation halls, dormitories, laboratories, astronomical observatory, chapel and gymnasium. Fine athletic fields and all inter-collegiate contests. High moral tone and good social advantages. Strong College Y. M. C. A. with salaried Student Secretary, two active literary societies, student publications, debating clubs and well trained musical clubs. Student government and honor system. HIGHEST GRADE CHRISTIAN EDUCATION AT VERY LOW COST. Special rates to children of clergymen.

The Preparatory Department with separate campus buildings and faculty, prepares young men and women in the shortest possible time for College.

Expenses for board, tuition and general expenses, room rent, washing, heat and lights, range from \$200 up for scholastic year.

COLLEGE OPENS SEPTEMBER 16, 1914.

For catalogue, additional information, and a beautiful book of views, free, address the President.

W. A. Granville, Ph. D., LL.D.,

Gettysburg, Pa.



ACADEMIC PURPOSES OF GETTYSBURG COLLEGE

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.
2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.
3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions,

continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.



But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.

The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977



The Academic Policies and Programs of the College have a primary goal: to assist the student to obtain an excellent liberal arts education. The liberally educated student will be capable of exercising mature, rational judgments based upon information carefully gathered and analyzed. Such a student will be motivated to continue independently the quest for knowledge after completion of formal studies. The liberal education should foster and reinforce in students a high sense of intellectual, social, and ethical values.

THE HONOR CODE

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

CURRICULUM

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities.

Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow both completion of graduation requirements and substantial opportunity to choose electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin their specialization in the freshman year and follow a closely prescribed sequence of courses. Premedical, pre dental, or preveterinary students must begin fulfilling pre-professional requirements in the freshman year.



The ONE of the 4-1-4: January Term

The 4-1-4 calendar divides the academic year into three terms: Fall, January, and Spring. During the fall and spring terms, each student takes four courses; during the January Term, each student take one course.

The January Term offers both students and faculty freedom and opportunity not found in the other two terms. Because the student takes only one course and the faculty member teaches only one course, January Term frees both student and faculty member from the demands of other courses and departmental programs and the conflicts sometimes created by these competing demands. Both are freed to explore together a limited subject in some depth, to investigate topics they may be unable to investigate during the fall and spring terms, or to concentrate on one mutual interest.

Faculty members from different disciplines, or even the same discipline, may arrange with greater ease than in the other two terms to team teach a course. Because neither the instructor nor the student has to rush to another class or lab, both are freed from the traditional class periods two or three days a week. They may design experiments which require their presence for long periods of time or which demand frequent monitoring. They may schedule long class meetings, frequent or infrequent meetings, depending upon the nature of the course.

Because of the flexible class schedule, faculty and students make greater use of off-campus facilities and situations for learning. Instructors may plan class trips to such places as the Buddhist Vihara, the Pentagon, the Supreme Court, or the National Gallery in Washington, D.C.; to the Winterthur Museum in Delaware; to the State Correctional Institution in Camp Hill, Pa.; to an open elementary public school in Baltimore, Md.; or to Revolutionary War and Civil War battle sites. Individual students may gather information for papers or projects at nearby public schools, government agencies, museums, historical societies, and libraries such as the Library of Congress.

Instructors may design courses in which students spend part of the term on campus in rather traditional learning situations and then spend the other part of the month visiting places off campus. They may design a course which takes students

off campus for the month of January, to settings as close as the South Mountain Rehabilitation Center in Franklin County, Pa., or as far away as Athens, Greece.

Students have the opportunity to study as exchange students at other colleges or universities which share the 4-1-4 calendar, to design individual research projects, to test their skills, knowledge, and interest in a practical work situation. Or they may select one of approximately one hundred courses offered on campus.

Examples of courses offered in January 1981 include Contemporary Art in Wood; the Development of Rock as a Musical Style; Civil War Military History; Are Religious Beliefs Rational?; Digital Electronics for the Compleat Innocent; Analysis of Acid Rain and Other Environmental Pollutants; the Emotionally Troubled Employee; Literary Tradition and Workaday Reality; Revolutionary Upheaval in Iran: Domestic and International Implications; Infamous Women in French Literature; and the Reproductive Process in Mammals.

During January 1981, Gettysburg College students enrolled as exchange students at 10 institutions. Students traveled to England, Mexico, Germany, Austria, Bermuda, France, and Puerto Rico to study theater, language, music, art, biology, history, culture. To complete individualized research projects, Gettysburg students worked as far away as Japan and as close as the Gettysburg College library; they researched oral history for the Archives of American Art in Washington, D.C.; they studied the political and economic development of plural societies at the University of St. Andrews in Scotland; they collected and analyzed exhaust particles for the National Bureau of Standards. Students held internships in diverse areas: in hospitals, in churches, in newspapers, in public school classrooms, in accounting firms, in a theater in New York City, in a New England marine aquarium, and in a Native American community in Arizona.

The January Term offers a change of pace in the academic year. It is a term which is both more relaxed and more intense than the other two terms. The expectations for the January Term are high. But like anything that affords freedom and opportunity, the January Term demands responsible use of time, ability, and facilities by both faculty and students if these expectations are to be met.



THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining college regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are also available at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

When a student chooses a major field of study, preferably by the end of the sophomore year, a member of the major department becomes his or her adviser and assists in the preparation of the student's class schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Musselman Library/Learning Resources Center has a collection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus.

A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the one in which he or she desires to major. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

CREDIT SYSTEM

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These course units should be equated to one semester hour.



REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including four January Term courses, plus 4 quarter courses in Health and Physical Education;
- 2) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

The requirements for the degree of Bachelor of Science in Music Education are found on page 34.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under Distribution Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 30). The departmental listings under Courses of Study (beginning on page 45) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the same purpose. Note that some Interdepartmental Studies courses

fulfill requirements in history/philosophy/religion or in literature.

- 1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirements on p. 30.
- 2) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the designated intermediate level course or courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one course above the intermediate level.
- 3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.
- 4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.
- 5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish Literature.
- 6) Art, music, creative writing, or theatre arts: 1 course.
- 7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.
- 8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.
- 9) Non-Western culture: 1 course from those identified as giving primary emphasis to African and Asian cultures, or to the non-European culture of the Americas. For 1981-82, these designated courses are in anthropology, history, interdepartmental studies, religion, French and political science.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.



The following are acceptable major fields of study at Gettysburg College:

Art	German	Philosophy
Biology	Greek	Physics
Business	Health and	Political Science
Administration	Physical Education	Psychology
Chemistry	History	Religion
Economics	Latin	Sociology and
English	Mathematics	Anthropology
French	Music	Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and October of the junior year. A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.

In addition to the major fields of study listed above, students may declare a *Special Major* program which allows a student to design an interdepartmental concentration of courses that focus on particular problems or areas of investigation, which, though not adequately included within a single department or discipline, are worthy of concentrated study. It shall consist of a minimum of eight courses, a substantial number of which should be on an advanced level.

Students interested in obtaining information about the Special Major and the procedures for declaring a Special Major are urged to consult with the Chairman of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

Optional Minor Beginning with the first term of the senior year, a student may declare a minor concentration in an academic department or area that has an established minor program. Not all departments have established programs. A minor shall consist of six courses; not more than two of which shall be 100-level courses. A student may not declare a minor in the same department in which he or she has a declared major. A student must maintain an 2.00 average in the minor field of study.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program for the Bachelor of Arts degree consists of four courses in the fall and

spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

Students proposing to complete graduation requirements at a time other than in May (in August, in December, or in January) must have their programs approved by the Academic Standing Committee through the office of the Dean of Student Life and Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Student Life and Educational Services with the exceptions indicated in the paragraphs below.

Students who receive advanced credit or placement or who otherwise are able to complete graduation requirements in less than four full years, should plan to complete these requirements at the end of the fall, January, or spring term. Students should not plan to complete these requirements as a part-time student during their last term of residence.

The required quarter courses in health and physical education and the optional quarter courses in ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education activities in addition to the normal four course load during three terms of the junior and senior years.



Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any College course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

REGISTRATION

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

THE GRADING SYSTEM

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grade with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale: A+, 4 1/3; A, 4; A-, 3 2/3; B+, 3 1/3; B, 3; B-, 2 2/3; C+, 2 1/3; C, 2; C-, 1 2/3; D+, 1 1/3; D, 1; D-, 2/3; F, 0. A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken.

The College also offers a Satisfactory/Unsatisfactory grading option. An S signifies satisfactory work and is given if a student performs at C- level or higher; a U signifies unsatisfactory work and is given for D or F level work. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count towards graduation.

The only exception to the two course S/U limit per year is for seniors who are enrolled in either Education 475 or 477. These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean of the College or Dean of Student Life and Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for



those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

ACADEMIC STANDING

The Academic Standing Committee normally reviews student records at the end of each term. A student who is failing to make satisfactory progress toward graduation may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

TRANSCRIPTS

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

WITHDRAWAL AND READMISSION

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the staff of the Dean of Student Life and Educational Services. Failure to do so may jeopardize a student's opportunity for readmission.

All students who are considering voluntary withdrawal, for whatever reason, must petition the Academic Standing Committee through the Office of the Dean of Student Life and Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

TRANSFER CREDIT

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 35. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C- or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs, Lutheran Theological Seminary Exchange).

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the Registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 131) of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.



Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of Standard Written English (TSWE) of the College Entrance Examination Board. In 1980, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

SENIOR SCHOLARS' SEMINAR

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects the future of man. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the habitat of man, conflict resolution, global disparities, computers and human communication, and aging and the aged. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar invites authorities of national stature to serve as resource persons. Persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom and Maggie Kuhn. Student participants in the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as

possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring term of their junior year. The purpose of these sessions is to define further the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their senior year receive two course credits upon satisfactory completion of their work.

COMPUTER COURSES

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Business and Economics, Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology departments all offer courses that make significant use of the computer.

The College maintains a Burroughs 6800 computer with both batch and terminal processing, a Tektronix plotter, numerous terminals for student use, and many programmable calculators including a Tektronix programmable calculator with a plotter and graphics terminal. The Burroughs 6800 is a large scale computing system that provides language and software capability more typically available at large universities than at small colleges. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, and PL/1 languages and to software that includes major packages in statistics, word processing, scientific subroutines, operations research, and simulation.

While there are within the College over fifty courses that utilize the computer, the following courses offer a more concentrated study in the use of the computer.

BUS 377	Fundamentals of Automated Business Information Systems and
BUS 378	Business Data Processing Systems and Management
MATH 174	Computer Methods
MATH 275	Introduction to Computer Science
MATH 276	Data Structures
MATH 366	Numerical Analysis



TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the sophomore year is essential for all of these programs.

Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 or J 9 (Social Foundations of Education—Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary, two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee of Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.



Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in art, biology, chemistry, physics, English, French, German, Latin, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, preferably in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year
 - Education 475 Elementary Student Teaching (2 courses)
 - Education 334 Corrective Reading
 - Education 309 Social Foundations of Education—Elementary

Student teaching (Education 475) consists of twelve weeks in a public school near the College. The twelve weeks are divided into two equal periods with the student spending six weeks in a primary grade and six weeks in an intermediate grade. During student teaching Education 309 and 334 classes are held in late afternoon. The last two weeks of the term are devoted to a laboratory experience in corrective reading with elementary pupils.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.

The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the Fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.



Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
3. 12 courses in Music, as follows:
 - Music Theory
 - Music 141 (Theory I)
 - Music 142 (Theory II)
 - Music 241 (Theory III)
 - Music 242 (Theory IV)
 - Music 341 (Theory V)
 - Music 342 (Theory VI)
 - Music History and Literature
 - Music 312 (History of Medieval, Renaissance, and Baroque Music)
 - Music 313 (Music in Classic and Romantic Periods)
 - Music 314 (Music in the Twentieth Century)
 - Conducting
 - Music 205 (Choral Conducting)
 - Music 206 (Instrumental Conducting)
 - Applied Music
 - Music 456 (Senior Recital)
4. 5 courses in Music Education, as follows:
 - Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
 - Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
 - Music 474 (Student Teaching) (3 course units)
5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum
6. Electives and Certification Requirements:
 - Psychology 101
 - Education 209 or J 9 (Social Foundations of Education)
 - Education 201 (Educational Psychology)
 - Plus a minimum of 3 other electives
7. 3 to 5½ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:
 - Major instrument—6 quarter courses
 - Piano—Approximately 4 quarter courses
 - Voice—2 quarter courses
 - Instrumental Techniques—7 quarter courses
8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.
9. The requirements for the Bachelor of Arts degree, listed on page 27.

The student in the Bachelor of Science program should consult with the Music Department as early as possible in order to arrange a four year program. In his or her freshman year he or she should schedule Music 141, 142; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, or religion; and a literature course. In the sophomore year the student should schedule Music 241, 242, and 312; two terms of a laboratory science; and Education 209(or J 9). In his or her junior year a student should schedule Music 341, 342, 205, 206, 313, 314, and complete any remaining distribution requirements. In the senior year the student should schedule Education 201 (if not taken earlier); J 22 (Principles and Procedures of Teaching Music in Elementary School); and Music 321. The Education Term (Music 474) and Senior Recital (Music 456) must be scheduled during the spring term. In each fall and spring term the student should schedule applied music.



Employment Prospects in Teaching Of the 1980 graduates who sought teaching positions in elementary education one hundred percent were teaching in the next school year; in music education sixty-seven percent; and in secondary ninety-three percent. The average salary for 1979 graduates reporting this information to the College was \$10,325.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

OFF-CAMPUS STUDY

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, Wilson, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty for individual courses, or for one or more terms. Off-campus opportunities also are provided through the Harrisburg Urban Semester. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Students may take a single course or enroll at the "host" college for a semester, or a full year. Gettysburg College accepts both credits and grades earned through the exchange program. Interested students should consult the Registrar.

The Harrisburg Urban Semester The Harrisburg Urban Semester enables students to earn a semester of academic credit while living in Harrisburg, Pennsylvania, and investigating a

wide range of academic and nonacademic urban activities in the capital of Pennsylvania. THUS students participate in both an internship carefully designed to suit their academic, vocational and personal interests and an interdisciplinary seminar on urban studies. They may also participate in an additional topical seminar or an independent studies project. Internships cover every urban activity, ranging from environmental protection, prison and probation work, drug rehabilitation programs, day care, state legislative work, mental health programs, city planning, legal services, community organization, to various business activities.

The Central Pennsylvania Consortium sponsors THUS. Fees for the program are the same as Gettysburg's Comprehensive Fee; students already receiving financial aid are eligible to have such assistance applied to the cost of the program. THUS provides participants with rental housing which is easily accessible to public transportation in Harrisburg. Students interested in the program should contact Dr. Ann H. Fender, Associate Professor of Economics and Business Administration, for further information.

India Program The India Program is a summer and fall program at the University of Mysore in India. Students attending this course may earn Gettysburg in-residence academic credit for a full term, concentrating on Indian language, history, culture, and economics. Independent study and course work with professors at the University of Mysore may also be arranged. Students will be in India from mid-July to mid-December, studying at the University of Mysore and taking field trips throughout India. Credit earned will fall within the Gettysburg College 35-course requirement; total fees, including travel are comparable to Gettysburg's own charges. The on-campus coordinator is Dr. Janet P. Gemmill, Adjunct Assistant Professor in Interdepartmental Studies. Not offered in 1981.



Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, executive officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. In addition to the regular Washington Semester program, related programs include the Foreign Policy Semester, the International Development Semester, and the Washington Urban Semester. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester

Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The seminar is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.



This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairman of the Department of Economics and Business Administration.

The United Nations Semester Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Students from any academic concentration who have taken an introductory course in political science and who maintain a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

Junior Year Abroad Qualified students may apply for permission to spend either their entire junior year or one term of their junior year abroad. The Office of the Dean of Student Life and Educational Services maintains a file of information on programs of study in Europe, Latin America, and elsewhere. During the first term of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 3.00 in the major. Junior year abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Dean of Student Life and Educational Services.

Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. Both credits and grades earned at the Seminary will be transferred to the student's college transcript as "in-residence" credit. Interested students should consult the Registrar.



PREPROFESSIONAL STUDIES

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a statement, available through the Admissions and Career Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should consult as early as possible with a member of the committee; a list of the members is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the

spring of the junior year, when the tests ordinarily are taken. While most students who seek recommendation for admission to professional school major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following examinations: MCAT (medical), DAT (dental), VAT or GRE (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Sociology, with the Associate Dean of the College acting as chairman. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

The premedical committee has prepared a brochure about preparation at Gettysburg for the health professions. Copies of this are available from the Admissions and Dean of the College Offices. The premedical committee holds periodic meetings to explain requirements for admissions to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean of the College is a collection of materials about the health professions. It includes information about admissions requirements, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

**Certified Public Accounting Preparation**

Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. A student interested in a public accounting career should see page 60 and contact Dr. William F. Railing, Chairman of the Department of Economics and Business Administration, as early as possible in his or her college career.

COOPERATIVE PROGRAMS

Engineering This program is offered jointly with Washington University in St. Louis, Rensselaer Polytechnic Institute (RPI) and Pennsylvania State University. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from Washington University, RPI or Pennsylvania State in one of the engineering disciplines. A student attending RPI under this program has the additional option of a 3-3 or a 4-2 program. These six year programs culminate in a bachelor's degree from Gettysburg and a master's degree from RPI.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Washington University, RPI or Pennsylvania State during the fall term of the student's junior year. A student who receives a recommendation from the Physics Department to one of these universities is guaranteed admission into the engineering program.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101 and 201, Speech 101, Economics 101-102 and a two course sequence in one of the humanities. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer. Washington University has a humanities requirement of one humanities course that has at least one course prerequisite to it. Because of the limited flexibility of the

cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry and Environmental Studies The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry and Environmental Studies curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to the School of Forestry and Environmental Studies before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Student Life and Educational Services a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources/Economic Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics and physics.



Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program

The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes management principles, the national defense structure, military history and leadership instruction. The fall term of both years involves one hour of classroom instruction and one hour of professional development lab per week. The spring term of each year is similarly organized except that a regularly scheduled college course is substituted for the weekly classroom hour for the purpose of academic enrichment. There is no military obligation involved with enrollment in the Basic Course.

The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each term entails three classroom hours and one professional development lab hour per week. In addition, Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and book expenses plus \$100.00 per month.

The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.

SENIOR HONORS

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.



DEANS' HONOR LIST

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room technique.

John M. Colestock Award The award, contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.



Harry C. and Catherine Noffsinger Hartzell Award

The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award

The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

James Hamilton and Lucretia Irvine Boyd Hartzell Award

The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award

The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards

The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize

The income from a fund contributed by alumni and friends of the College is

awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of Student Life and Educational Services and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.



Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.



French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an accumulative average of 2.70 or better in his or her major.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in the Department of Economics and Business Administration and to a senior major in the Department of Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota College Honor Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Society for Collegiate Journalists Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the Wall Street Journal is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

GETTYSBURG

Courses of Study

11

FRESHMAN CLASS.

- I. { Sallust, Cicero's Oration, Xenophon's Anabasis, Leverett's Latin Exercises, Fiske's Greek Exercises, Watts on the Mind, Colburn's Algebra commenced, Composition and Declamation.
- II. { Livy, Græca Majora Vol. I, Tytler's History, Latin and Greek Exercises, Colburn's Algebra completed, Composition and Declamation continued.

SOPHOMORE CLASS.

- I. { Gould's Horace, Græca Majora continued, Latin and Greek Exercises and Prosody, Tytler's History continued, Blair's Rhetoric, Playfair's Geometry, Young's Algebra continued.
- II. { Cicero de Officiis, Rhetoric and History continued, Young's Algebra completed, Gummere's Surveying, Exegetical Study of the Greek Testament.

JUNIOR CLASS.

- I. { Cicero de Oratore, Græca Majora Vol. I. completed, Lacroix's Plane and Spherical Trigonometry, Conic Sections, Lectures on Chemistry with Experiments, Mineralogy, Natural Theology, Mahan's Engineering.
- II. { Cicero de Oratore completed, Græca Majora Vol. II. Differential and Integral Calculus, Mensuration, Geology, Botany, Hebrew, Evidences of Christianity, Field exercises with the instruments, and Lectures on Architecture.

SENIOR CLASS.

- I. { Intellectual Philosophy, Logic, Moral and Political Philosophy, Political Economy, Tacitus, Græca Majora Vol. II. completed, Mechanics, Hydrostatics and Pneumatics, Keith on the Globes, (Herschel's and Gummere's) Astronomy, Anatomy.
- II. { Revision of the whole course, German, Hebrew, Navigation, Botany, Mineralogy and Geology being optional studies, are attended to by the members of any Class having the necessary knowledge and leisure.



Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 27 and for a B.S. in Music Education on page 34. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

Distribution Requirements

Foreign Languages

History/Philosophy/Religion (This is in addition to the distribution requirement in Religion)

Literature

Art, Music, Creative Writing, or Theatre Arts

Laboratory Science

Social Sciences

Non-Western Culture

Departments offering courses that fulfill the Requirement

Classics, German and Russian, Romance Languages

Classics, History, Interdepartmental Studies, Philosophy, Religion, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)

Classics, English, Interdepartmental Studies, German and Russian, Romance Languages (some courses in foreign language departments are conducted in English)

Art, English, and Music

Biology, Chemistry, Physics

Economics, Political Science, Psychology, Sociology and Anthropology

History, Interdepartmental Studies, Political Science, Religion, Romance Languages, Sociology and Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion department. The requirement of proficiency in written English can be demonstrated by passing English 101. A student may be exempted from the requirement on the basis of scores on the Test of Standard Written English and a writing examination given on campus early in the fall term.

The required 4 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.



ANTHROPOLOGY—SEE SOCIOLOGY AND ANTHROPOLOGY

ART

Professor Qually (*Chairman*)
Assistant Professor Paulson
Instructor Small

OVERVIEW

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses.

REQUIREMENTS AND RECOMMENDATIONS

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses (in addition to Art 120) selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 122, 141 and introductory courses in painting, printmaking, and sculpture, advanced courses in at least two of these disciplines and a minimum of four courses in the area of history and theory of art. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121, 122 or 141 in the freshman year.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

DISTRIBUTION REQUIREMENTS

Any course in the area of history and theory of art may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

SPECIAL FACILITIES

A collection of approximately 35,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The Department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, power tools for working in wood stone and plastic, and a small foundry for bronze casting.



HISTORY AND THEORY OF ART

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the nineteenth century. An attempt will be made to investigate how social, political and even natural events have stimulated response in the function and style of painting, sculpture and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Mrs. Small

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered

Mrs. Small

203 Italian Painting 1300-1600

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Lectures will emphasize formal analysis and the relationship of form and content. Alternate years. Offered Spring 1982.

Mr. Quality

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternate years. Offered Fall 1982.

Mr. Quality

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political and philosophical climate. Special attention will be given to impressionism and Post-Impressionism. Alternate years. Offered Fall 1981.

Mr. Quality

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. *Prerequisite for art history majors:* Art 206.

Mrs. Small

215 History of Architecture and Sculpture to 1750

A comparative analysis of concepts of mass, volume and space as revealed by the architecture and sculpture of Egyptian, Greek, Roman, Medieval, Renaissance and Baroque civilizations. Chronological sequence will be observed but the main thrust will be on critical analysis of structure and form, and aesthetic understanding of the works. Offered Fall 1981.

Mr. Paulson

**216 History of Modern Sculpture**

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years. Offered Spring 1983

Mr. Paulson

217 History of Modern Architecture

A study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius and Corbusier toward creating new environments for contemporary society. Alternate years. Offered Spring 1982.

Mr. Paulson

219 Eighteenth and Nineteenth Century American Painting

A survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Mrs. Small

220 Painting in America Since 1900

A survey of twentieth-century painting. Two basic themes of the course are: the changing social role of painting as America's self-image develops; and the aesthetic role of the eclectic process.

Mrs. Small

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Qually

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Qually

127, 128 Beginning Painting

An introductory course designed to sharpen visual responses, to develop understanding of the interrelationship of color, form and space, and a grasp of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. Open to the general student as well as to majors. *Prerequisite for studio majors:* Art 121.

Mr. Qually

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites for studio majors:* Art 121

Mr. Paulson

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Mr. Paulson

**221, 222 Second Year Drawing**

Advanced studio problems: more emphasis on drawing from nature when weather permits. Also, drawing the human figure. *Prerequisites:* Art 121, 122.

Mr. Qually

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisites:* Art 127, 128

Mr. Qually

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisites:* Art 131, 132.

Mr. Paulson

235, 236 Second Year Sculpture

A program of correlated studio projects formulated and conducted by the student entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisites:* Art 135, 136.

Mr. Paulson

321, 322 Third Year Drawing

Mr. Qually

327, 328 Third Year Painting

Mr. Qually

331, 332 Third Year Printmaking

Mr. Paulson

335, 336 Third Year Sculpture

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his/her special interest, whether studio or history. Repeated spring term.

Staff

BIOLOGY

Professors Barnes and Cavaliere (*Chairman*)
Associate Professors Beach, Hendrix,
Schroeder, and Winkelmann
Assistant Professors Logan, Mauro, Mikesell,
and Sorensen
Laboratory Instructors (Assistants)
M. Hinrichs, M. Packard, P. Price, and
H. Winkelmann

OVERVIEW

Courses in the Department are designed to provide a foundation in basic biological concepts and principles and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

REQUIREMENTS AND RECOMMENDATIONS

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized Study and January Term courses unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major, and because of the unstructured nature of the biology curriculum, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany and one from the area of zoology.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.



Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of statistics and calculus. Any deficiency should be rectified with Mathematics 107 (Applied Statistics) and Mathematics 108 (Applied Calculus). Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111-112 (Calculus of a Single Variable).

DISTRIBUTION REQUIREMENTS

The distribution requirement in laboratory science may be satisfied by Biology 101, 102, by Biology 101 plus a January Term course designated for this purpose, or by Biology 111, 112.

SPECIAL FACILITIES

Greenhouse, animal quarters, aquarium room, environmental chambers, electron microscopy laboratory, independent study laboratories.

SPECIAL PROGRAMS

Cooperative program in Forestry and Environmental Studies with Duke University (p. 39)

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

Designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life. Subject matter includes the structural organization within which life processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Cavaliere, Beach and Staff

111 Introductory Biology: The Cell

An introduction to the principles and processes of cellular biology. Study includes chemistry; structure and function of organelles; membranes; energy relationships, cellular aspects of genetics and differentiation and development. Three class hours and laboratory.

Mr. Schroeder and Staff

112 Introductory Biology: The Organism

An introduction to the principles relating to the adaptive biology of plants and animals, including behavior; evolution; phylogeny, and ecology. Three class hours and laboratory. *Prerequisite:* Biology 111 or permission of instructor.

Mr. Barnes and Staff

(Biology 111, 112 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Offered in fall of odd-numbered years.

Mr. Winkelmann

205 Principles of Genetics

The principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory.

Ms. Logan

**217 An Evolutionary Survey of the Plant Kingdom**

A synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

218 Algae and Fungi

The study of algae (Phycology) and fungi (Mycology) with emphasis on both the cellular and subcellular levels. The course will include the identification, morphology, physiology, reproduction, ecology and phylogeny of these organisms. Moreover, culture techniques, basic principles of plant pathology and medical mycology will be considered. Three class hours and laboratory. Offered in spring term of odd-number years.

Mr. Cavaliere

220 Physiology of Plant Growth and Development

The physiology of growth and function in vascular plants. The relationship between structure and function in plant systems and plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition and general metabolic pathways are studied. Three class hours and laboratory. Offered in spring term of even-numbered years.

Mr. Cavaliere

302 Anatomy and Morphology of Angiosperms

An anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development and plant anomalies are studied. Six hours a week in class-laboratory work. Offered in spring term of even-numbered years.

Mr. Mikesell

304 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology and principles of related disciplines, e.g., plant geography, cytogenetics and numerical taxonomy. Offered in spring term of odd-numbered years.

Mr. Mikesell

305 Ecology

The principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

313 Histology-Cytology

The microscopic structure of human tissues and the functional architecture of organs. An introduction to pathological changes in structure as a consequence of disease is presented. Three class hours and laboratory.

Mr. Schroeder

315 Electron Microscopy

An introduction to the basic theory and practice of transmission electron microscopy (RCA EMU4) and scanning electron microscopy (JEOL JSM T20). Techniques of tissue preparation including the use of the ultramicrotome, sputter-coater, and critical point drying apparatus are covered along with introduction to interpretation of animal and plant ultra-structure. Lecture and laboratory are by arrangement. Cost: approximately \$40.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Staff

320 Developmental Biology

A survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory.

Mr. Sorensen

323 Parasitology

An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. Three class hours and laboratory.

Mr. Hendrix

324 Vertebrate Zoology

An introduction to the systematics, distribution, reproduction and population dynamics of vertebrates. Field and laboratory emphasis is on natural history, collection, identification and preparation of specimens. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple mechanisms such as reflex responses to complex interactions such as social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Offered in fall of even-numbered years.

Mr. Winkelmann

**327 Invertebrate Zoology**

The biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

330 Bacteriology

An introduction to the biology of bacteria, their morphology, reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

340 Vertebrate Physiology

An introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Chemistry 203, 204 or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry, including the relationship between the conformation of macromolecules and their biological activity. The structure and function of biological membranes, the generation and storage of metabolic energy and its regulation, and the synthesis of macromolecular precursors will be included. *Prerequisites:* Chemistry 111, 112; Chemistry 203, 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day

Staff

CHEMISTRY

Professors Fortnum and Rowland (*Chairman*)

Associate Professor Parker

Assistant Professors Grzybowski and Hathaway

Assistant Instructors DeHoff and Jackson

OVERVIEW

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, and secondary school teaching.

REQUIREMENTS AND RECOMMENDATIONS

The eight basic courses required for a major are Chemistry 111, 112 (or 112A or 112B), 203, 204, J 21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors normally fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.



For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity extensively.

DISTRIBUTION REQUIREMENTS

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A or 112B. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

SPECIAL FACILITIES AND PROGRAMS

The Department's library is at the disposal of all students enrolled in chemistry courses. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the Department. An annual highlight is a two or three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upper-classmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

**112 Fundamentals of Chemistry**

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and theories of complex formation. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Ms. Hathaway

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

112B Fundamentals of Chemistry

A special section for those students whose performance in Chemistry 111 indicates the need for continuing lecture and laboratory experience in a smaller group. Topics covered will be similar to those in Chemistry 112, with appropriate changes in scope. The class size will permit a greater degree of class participation by each student in the discussion of concepts and problems. *Prerequisites:* Chemistry 111 and invitation of the Department. Three lecture hours and one laboratory afternoon.

Mr. Rowland

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112, 112A, or 112B. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides, and enzymes. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

J 21 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of organic compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A or 112B, Physics 112, mathematics through calculus (usually Math 211 or 212). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

**317 Instrumental Analysis**

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy and chromatography. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of physical organic topics including stereochemistry, pericyclic reactions, and the investigation of mechanisms. Selected subjects in the synthetic section are photochemistry, organometallic reagents, asymmetric reactions, rearrangements, heterocycles, and multistep syntheses of complex molecules. Laboratory work involves advanced syntheses and techniques with an emphasis on independence and skills as well as extensive use of the library. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Ms. Hathaway

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

462 Individualized Study Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the term preceding the term in which this course is to be taken. *Prerequisites:* Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

CLASSICS

Professor Pavlantos (*Chairman*)

Assistant Professors C. R. Held and Kalke

OVERVIEW

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations. Through knowledge of the past, students can be freed from a preoccupation with the present.

REQUIREMENTS AND RECOMMENDATIONS

Requirements for a major in Latin: 9 courses beyond Latin 101, 102, including Latin 251 and 312. Requirements for a major in Greek: 9 courses beyond Greek 101, 102 including Greek 251.

In both Greek and Latin the intermediate (201, 202) course, or its equivalent, is a prerequisite for all higher-numbered courses.

DISTRIBUTION REQUIREMENTS

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 311, 401, Greek 203, 204, 301, 302, 303, 304, 305, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.



For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

SPECIAL PROGRAMS

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other three member colleges—Dickinson, Franklin and Marshall, and Wilson—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

GREEK

101, 102 Elementary Greek

An introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English) are included. Independent paper or project is required. A knowledge of Greek is not required. Offered 1980-81.

Mrs. Pavlantos

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisite:* Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Supplemental reading in English is included. Not offered every year.

Staff

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Oral reports and a paper are required. Offered 1981-82.

Mrs. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Offered 1981-82

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Offered 1981-82.

Mr. Held

306 Greek Oratory

Study of selected orations of Demosthenes and Lysias. Offered 1981-82.

Mr. Held

Individualized Study

Staff

LATIN

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Staff

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English) are included. Independent paper or project is required. A knowledge of Latin is not required. Offered 1981-82.

Mrs. Pavlantos

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101, 102.

Staff

**203 Roman Prose**

Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202

Staff

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Not offered every year.

Mr. Held

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year

Mrs. Pavlantos

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Supplemental readings in English are included. Offered 1981-82.

Mrs. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper are required. Not offered every year

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin which includes a thorough grammar review. Offered 1981-82.

Mrs. Pavlantos

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Mrs. Pavlantos

Individualized Study

Staff

CLASSICAL LITERATURE IN TRANSLATION**262-266 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major, but may count toward a major with the consent of the department.

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1981-82

Mrs. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1982-83

Mrs. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Not offered every year

Mrs. Pavlantos



ECONOMICS AND BUSINESS ADMINISTRATION

Professor W. F. Railing (*Chairman*)

Associate Professors Baird, Fender, Gemmill, and Hill

Assistant Professors Gondwe and Niiro

Instructors Griffith, Hanlon, Lewis, McClymont, Pellak, and Siegel

Adjunct Assistant Professors Doherty and J. M. Railing

Adjunct Instructors Katzman, Musselman, Raffensperger, and Robert

Lecturers Henderson and Schlegel

Assistant S. Cavaliere

OVERVIEW

The Department offers courses in economics, business administration, and accounting. A knowledge of these areas has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis rather than the mere acquisition of vocational tools. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze economic problems such as inflation, unemployment, and economic growth and put forth suggestions for the solution of these problems.

Business administration is concerned with the operation, management, and control of economic organizations in a society. The managers of economic organizations have a profound influence on a social system since they must understand the needs of their constituents and make decisions on the use of physical and human resources to satisfy these needs.

Accounting measures the activity of economic organizations, analyzes the resulting data, and provides alternatives and recommendations to the management of such organizations.

The Department offers two majors, one in economics and the other in business administration, with a concentration in accounting possible within either major. Ten courses are required for a major in economics or in business administration. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

It should be noted that the Department reserves the right to limit the number of majors in economics and in business administration in accordance with the amount of its resources. If and when such a limitation is imposed, students will be selected by the Department on the basis of academic performance and other factors, such as attitude and diligence.

REQUIREMENTS AND RECOMMENDATIONS

Minimum requirements for students majoring in economics are: Economics 101-102, Accounting 153, Economics 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352. Majors in business administration are required to complete Economics 101-102, Accounting 153, Economics 241, 243, 245, and Business 366, and to select three courses from the following: Business 361, 363, 365, 367, Economics 351, 352, Accounting 154 and one advanced course in accounting.

Beginning with the class of 1985, majors in economics and majors in business administration will be required to demonstrate achievement in Mathematics equivalent to one term of college algebra and one term of calculus. This requirement may be satisfied completely by taking Mathematics 117, which is offered specifically for majors in this Department, or Mathematics 111. Other courses offered by the Department of Mathematics in college algebra and calculus may also be used to fulfill this requirement. Students planning to fulfill the requirement with such other courses should consult the Chairman of the Department of Economics and Business Administration to determine which courses so



qualify. Exemption by examination is also possible.

A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two statistics courses covering essentially the same material. Therefore, a student who has taken Mathematics 107 or Sociology 302, *prior* to declaring a major in economics or in business administration will not be required to take Economics 241, but will be required to take another course in the Department, selected in consultation with Dr. W. F. Railing, to replace Economics 241.

The computer has become an important tool in economics, business administration, and accounting. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Business 377, 378, Mathematics 174, 275.

During the first two years of residence, all students who intend to major in economics or business administration should complete Accounting 153 and Economics 101-102, 241, 243, and 245.

Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements. Economics 101-102 is a prerequisite for all courses offered by the Department except Business 177, 363, 364, Accounting 153, 154, 253-254, 353-354, 355, 356, 373-374, and Geography 310. Upon application by a student, the prerequisites for a course may be waived by the instructor.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive

examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 400 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Therefore, a student who majors in business administration or in economics and concentrates in accounting at Gettysburg College will not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the following courses are included in his or her program: Accounting 153, 154, 253-254, Economics 305, Business 363, 364, 367, and at least four of the following: Accounting 353-354, 355, 356, and 373-374.

DISTRIBUTION REQUIREMENTS

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

SPECIAL PROGRAMS

Gettysburg College is one of a relatively small number of colleges and universities selected by the Small Business Administration (S.B.A.) to participate in the Small Business Institute Program. Under the supervision of a faculty member, students are dispatched to provide management counseling to the area small business firms. The S.B.I. program consists of two courses: Business 381 and 402. Students planning to seek admission to this program must plan their schedules carefully so that they complete the necessary prerequisites in a timely fashion. Such interested students should consult *The Handbook for Majors* of the Department of Economics and Business Administration for details about this program and admission to it. The *Handbook* is available from Dr. William F. Railing, Department Chairman.

The Department also offers an Economics and Business Administration Internship (Economics J 96) during the January Term for well-qualified senior majors. The internship involves an educa-



tion-employment experience in either economics or business administration with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 36 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

ECONOMICS

101-102 Principles of Economics

Gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. Topics covered in the first term include National income, employment, inflation, monetary and fiscal policies, economic growth and development. In the second term, topics covered include the price system, consumer theory, production theory, theory of firm, income distribution, welfare economics and international economics.

Ms. Fender, Messrs. Gemmill, Gondwe, Griffith, Niiro, W. F. Railing, and Siegel

241 Introductory Economic and Business Statistics

The nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, the Tchebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression and correlation. *Prerequisite:* Economics 101-102. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 302, 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

Advanced Statistical Theory applicable to economics and business problems. Topics included are non-linear regression and correlation and the use of transformations; multivariate techniques and analysis; Chi-square applications; variance analysis; index numbers and their use; and time series. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

Further study of classical, neoclassical, Keynesian and post-Keynesian economics focusing on, along with national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered during fall and spring terms. *Prerequisite:* Economics 101-102

Messrs. Gondwe and W. F. Railing

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisite:* Economics 101-102

Ms. Fender, Messrs. Griffith, Hill, and Siegel

301 Labor Economics

Theoretical and empirical study of the functioning of labor markets with emphasis on wage and employment determination. Topics include impacts of legislation, unions, education and imperfect markets; time allocation, economics of fertility, wage differences and discrimination; labor relations, collective bargaining, and the Phillips curve. *Prerequisite:* Economics 101-102. *Recommended:* Economics 245

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy. *Prerequisite:* Economics 101-102.

Mr. Gemmill

305 Public Finance

Concerned with the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

324 Comparative Economic Systems

Concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing



333 History of Economic Thought and Analysis

A study of the development of economic ideas and policies in relation to major forms of social, political and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes. *Prerequisite:* Economics 101-102, *Recommended:* Economics 243, 245.

Mr. Gondwe

336 International Economics

Covers comparative advantage, gains from trade, commercial policy, integration, balance of payments, exchange rates and international monetary reform. *Prerequisite:* Economics 101-102.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of less developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

An introduction to the application of calculus and matrix algebra in economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

An introduction to the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

400 Senior Seminar

Involves study of research methodology and application of economic theory to contemporary problems in both economics and business. Students prepare and discuss research papers on topics in economics or business. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

Individualized Study

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairman. Offered during the fall and spring terms.

Staff

BUSINESS ADMINISTRATION

361 Marketing Management

Study of the managerial approach to the selection, evaluation, and control of price, product line; distribution, and promotion in the marketing program. Marketing case studies are analyzed and discussed. *Prerequisite:* Economics 101-102.

Messrs. Doherty and Robert

363 Business Law I

Brief examination of background to the American legal system, criminal and tort law. The general principles of contract law and the sale of goods are studied in depth. Offered during the fall and spring terms.

Mrs. J. M. Railing

364 Business Law II

Study of secured transactions, commercial paper, employment, and business organizations. *Prerequisite:* Business 363.

Mrs. J. M. Railing

365 Personnel Management

Study of both the functional context and the behavioral factors and implications that underlie human resource planning. Major topics include the role of unions, impact of legislation, and social responsibility. *Prerequisite:* Economics 101-102 and Business 366.

Mrs. Hanlon

366 Business Management

Study of major managerial functions and decision-making techniques. Further consideration is given to the contribution of behavioral and management science in treating the organization as a complex system. *Prerequisite:* Economics 101-102.

Mrs. Hanlon

367 Business Finance

An introduction to the principles and practices involved in the acquisition and administration of funds by the business firm. Coverage includes asset management and the sources and costs of capital. Emphasis is upon the application of economic theory and basic decision theory to the financial concerns of the firm. *Prerequisite:* Economics 101-102 and Business 366.

Mr. Gemmill



377 Fundamentals of Automated Business Information Systems

Gives the student an introduction to business information systems and a basic familiarization with data processing concepts and terminology commonly encountered in the business world. The COBOL programming language is used as the vehicle for introducing and explaining the topics covered. The subject matter is presented from the viewpoint of the future manager or executive whose area of responsibility will utilize business information systems. *Prerequisites:* Economics 101-102, Accounting 153. Please note that a student may not receive credit for Business 377 and the former Business 177.

Mr. Katzman

378 Business Data Processing Systems and Management

Gives an understanding of the technical and management facets of business data processing. The human and organizational aspects as well as the socio-economic environment related to solving business problems via data processing are covered. The subject matter is presented from the viewpoint of those who will be future users of data processing, especially those in management positions. *Prerequisites:* Economics 101-102, 153, Business 366, 377 and Economics 241 or Mathematics 107.

Mr. Katzman

381 Small Business Management

Study of the principles and procedures of small business management. Case studies will be used to evaluate the relationships among numerous business functions of the entire firm. *Prerequisites:* Economics 101-102, Accounting 153, Business 361, and 366.

Mr. Doherty

402 Management Practicum

Study of the practical application of business theory. Students will either assist local small business firms in improving their operations or engage in directed independent field research of a business problem. *Prerequisites:* Economics 101-102, Accounting 153, Business 361, 366, and 381.

Mr. Doherty

Individualized Study

(See description following Economics 400)

ACCOUNTING

153 Financial-Managerial Accounting

Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data for single proprietorships and corporations. Topics covered include the accounting cycle for service and merchandise businesses, inventory valuation, depreciation methods, bond issues, statement of changes in financial position, and analysis of financial statements. Offered during the fall and spring terms.

Mrs. Lewis, Messrs. Baird, McClymont and Musselman

154 Fundamentals of Accounting Theory

Continued study of the principles, concepts, and problems of recording, summarizing, reporting, and analyzing financial data. Topics covered include special journals, partnerships, payrolls, present value, investments, and an introduction to cost accounting. Offered during the fall and spring terms. *Prerequisite:* Accounting 153.

Mrs. Lewis, Messrs. Baird, McClymont and Musselman

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisites:* Accounting 153, 154.

Mr. Pellak

353-354 Cost Accounting

Accounting for manufacturing concerns with particular reference to securing unit costs of manufactured products. Emphasis is placed on job order costing, process costing and allocation of overhead cost in 353 and managerial control profit planning and cost analysis in 354. *Prerequisites:* Accounting 153, 154.

Mr. McClymont

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Accounting 153, 154.

Mr. Raffensperger

356 Federal Taxes

An introduction to Federal Income Tax Laws, development and implementation. Emphasis placed on taxes related to individuals and corporations. Researching specific problems through use of tax journals and services is required. Work on the art of preparing income tax returns and other related items is included. *Prerequisite:* Accounting 153, 154.

Mr. Pellak

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Accounting 253-254.

Mr. Baird

Individualized Study

(See description following Economics 400)



GEOGRAPHY

310 Cultural, Social, and Physical Geography

Study of the various elements that make up the atmosphere, the hydrosphere, and the lithosphere and how the forces of the interrelationships develop the physical environment in first half of course and in the second half a systematic regional study of the superimposed cultural, social and economic developments and how they evolved in response to the limitations imposed by the existence of varied environments. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools.

Mr. Hill

Individualized Study

(See description following Economics 400)

EDUCATION

Professor Rosenberger (*Chairman*)

Associate Professors J. T. Held, Packard, and J. Slaybaugh

Adjunct Instructors N. Slaybaugh and L. Powers

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 32 to 35.

201 Educational Psychology

Extensive investigation of the development of the individual and the development of psychological principles of learning. Evaluation and reporting pupil progress, and the statistics necessary for analyzing test data are introduced. Repeated in the Spring Term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

209 Social Foundations of Education—Secondary

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Secondary programs and serving as a student aide in public school classrooms are studied. Sophomore course for all secondary and music education students. Repeated in the Spring Term.

Mr. Rosenberger

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisites:* Education 201 and 209. Repeated in the Spring Term.

Mr. J. T. Held

**304 Techniques of Teaching and Curriculum of Secondary Subject**

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the Fall Term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

The philosophy and approach to teaching social studies and geography in the elementary school. Included are the correlation of art, music, health and physical education with other elementary subjects and the study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 201.

Mr. Packard and Adjunct Instructors

309 Social Foundations of Education—Elementary

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American education systems, and the relationship of the modern school to society. Elementary teacher education students enroll in this course during the Education Term.

Mr. Packard

328 Principles of Guidance

The principles and practices of counseling and guidance. Included are the systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 201.

Mr. J. T. Held

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids are studied. *Prerequisite:* Education 201.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Term. *Prerequisite:* Education 331.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the Fall or Spring term prior to their Education Term.

English Department Staff

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 306, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the Spring Term.

Messrs. Slaybaugh, Packard and Rosenberger

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the Spring Term.

Messrs. Rosenberger and J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, (J18) is listed under the Mathematics Department.



ENGLISH

Professors Baskerville, Clarke, Geyer
(*Chairman*), Lindeman, Pickering, Schmidt,
and Stewart

Associate Professors Fredrickson, Locher,
McComb, and J. P. Myers

Assistant Professors Hertzbach and Wallace

Adjunct Assistant Professor Hogan

Adjunct Instructors DeNys, Flynn, Hartzell,

Schmershal, Schwartz, and Weinfeld

OVERVIEW

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in teaching, publishing, law, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The Department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The Department offers two types of major: a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama.

REQUIREMENTS AND RECOMMENDATIONS

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153, and IDS 103 normally in the freshman or sophomore year.

In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
A. English 331, 334, 337, 338
B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

Majors in English should choose their two remaining electives from the following: English 218, 219, 225, 323, 324, 328, 329, 351, 352. English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the Department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Major in Theatre Arts and Drama In addition to English 151, 152 and IDS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314.
- II. Drama (3 courses): English 225, 328, 329, 365, 366.
- III. Electives (3 courses): Any of the above-listed Theatre Arts and Drama courses and/or any of the following: Theatre Arts 252, J 3, J 95. Speech 220, 301, 303. A course in Dance.

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the fall term of Literary Foundations of Western Culture (IDS 103). Working with the chairman of the English Department, each elementary education student will design a major program, following as closely as possible the Department's distribution requirement. Students planning to teach English in the



secondary schools are required to take English 301 or 302 and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204, and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses. A literature course on the one hundred level is a prerequisite for all upper level literature courses in the Department.

DISTRIBUTION REQUIREMENTS

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. Theatre Arts 203, 204, 252 and English 205, 206 may be used to fulfill the College distribution requirement in art, music, creative writing, or theatre arts.

SPECIAL PROGRAMS

English majors may take January Term internships in a variety of fields, such as journalism, law, public relations, publishing, radio and television.

101 English Composition

Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated in the spring term.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills one semester of the distribution requirement in literature.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis, and students will write several short critical papers each semester.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics.

Messrs. Fredrickson and Locher

154 Modern American Literature

A survey of American literature from Robinson and James to the present. Major figures will include Frost, Eliot, Williams, Stevens, Dreiser, Fitzgerald, Hemingway, Faulkner and selected contemporary writers.

Staff

201 Advanced Composition

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Mr. Pickering

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sport, and editorial articles; composing headlines; doing make-up; and working at copy reading and re-write.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth century (218) and nineteenth century (219).

Messrs. McComb and Pickering

225 The Golden Age of English Drama

A study, after some attention to the beginnings of drama in the Middle Ages, of such dramatists as Marlowe, Jonson, and Chapman to assess their literary importance. Although overshadowed by the genius of Shakespeare, their achievement will be seen to be outstanding in its own right.

Mr. Myers

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to freshmen.

Staff

**301 Introduction to Linguistics**

A systematic but largely nontechnical survey of major aspects of language. Emphasized are the structure of modern English, semantics, and the nature and development of social and geographical dialects. The course aims at enhancing the student's understanding of the complexity of language and its profound significance in human life.

Mr. McComb

302 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

A study of the development of American Poetry from Anne Bradstreet to William Carlos Williams will be studied. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

A study of the form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present. Some consideration will be given to the social and intellectual context. English 323 is devoted to the fiction of 1900 to 1940 and will concentrate on Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Pynchon, Cary, Fowles, and others will be included.

Messrs. Fredrickson and Geyer

328, 329 Twentieth Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first term includes Ibsen, Strindberg, Chekhov, O'Neill, and others; the second term begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Alternate years. Offered 1982-83.

Mr. Schmidt

331 Mediaeval Literature

Sketches the development of Western literature from the Patristic Age through the Carolingian revival and then concentrates on selected topics and themes explored in the literature of the High Middle Ages. Anglo-Saxon poetry, Arthurian romance, the Tristan and Isolde story, the Grail legend, and Malory represent materials always dealt with.

Mr. Baskerville

334 Renaissance Literature

Selected works of More, Machiavelli, and Castiglione providing a background in basic Renaissance ideas as a prelude to a careful study of works by Marlowe, Sidney, Shakespeare, and Spenser.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, and thought of the period extending from the last years of Elizabeth to the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan; the remainder of the course will be devoted to the works of Milton, studying both his development as a poet and his relation to his age.

Mr. Lindeman and Mrs. Hertzbach

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose and poetry written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, and Johnson and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry, prose, and selected drama with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Wilde, and the Art for Art's Sake Movement.

Mr. Geyer



351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, Ezra Pound, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. The fall term will focus upon the early plays through *Hamlet* and *Troilus and Cressida*, the spring term upon the later plays.

Mr. Myers

400 Senior Seminar

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

Staff

Individualized Study

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for individualized study must be made in advance of registration. Repeated in the spring term.

Staff

THEATRE ARTS

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first term covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second term is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the Eighteenth, Nineteenth, and Twentieth centuries. Alternate years. Offered 1981-82.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and the technique of the art of the actor; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis.

Mr. Schmidt

252 Studies in Film Aesthetics

A study of historically significant films, film theory and criticism, intended to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1980-81.

Mr. Fredrickson

301 Play Production

The study of the theatre from book to curtain. All major phases of theatre are analyzed: directing, set design, lighting, make-up, costuming, and management. Students will present a director's study of a one-act play and direct the work for public presentation. The actual construction and painting of the scenery is an integral part of the course. Alternate years. Offered 1982-83.

Mr. Schmidt

310 Directing

The study of the theory and the technique of the art of the director: how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement and stage business; the director as scenic artist; various methods of staging. Students are required to direct a number of scenes in class and to stage a one-act play for public presentation. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor. Alternate years. Offered 1981-82.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and technique of the art of the actor: the analysis and interpretation of a role and the building of a characterization. Roles, both comic and tragic, from Contemporary, Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor. Alternate years. Offered 1982-83.

Mr. Schmidt



SPEECH

101 Public Speaking

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

201 Advanced Public Speaking

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of the public address as an art form. *Prerequisite:* Speech 101.

220 Mass Communication

A study of radio, television, and motion pictures and impact on society.

301 Voice and Diction

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

302 Argumentation and Discussion

An introduction to the principles of argumentation. The discovery, selections, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

303 Oral Interpretation

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings

FRENCH—SEE ROMANCE LANGUAGES AND LITERATURES

GERMAN AND RUSSIAN LANGUAGES AND LITERATURES

Professor H. Schneider (*Chairman*)

Associate Professor Crowner

Assistant Professors G. Collier, McCardle, and Ritterson

OVERVIEW

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German and Russian peoples and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

REQUIREMENTS AND RECOMMENDATIONS

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 301, 302, 321, 322, two courses from those numbered 211, 212, 213 and two courses from those numbered 323, 324, 325, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.



Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

DISTRIBUTION REQUIREMENTS

The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, Russian 119, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy or religion and, with the consent of the History Department, toward a history major: German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (un-edited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

A study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. Schneider

213 Survey of German Culture Since 1945

A study of the culture, society and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy or religion.

Mr. McCardle



German Literature

119, 120 German Literature in Translation

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works are included. Does not count toward a major in German. This course is accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).

Staff

321, 322 The Age of Goethe

Study of German literature of the Enlightenment, Storm and Stress, Classicism and Romanticism, with special emphasis on Lessing, Schiller and Goethe. Critical reading and analysis of representative works are included. Outside reading and reports.

Staff

323, 324 Post-Romantic to Mid-Twentieth-Century German Literature

Study of German literature from the 1830's to 1945, with particular attention in the fall term to Young Germany, Biedermeier, Regionalism, Realism, and Naturalism; and in the spring term to Impressionism, Expressionism, the New Objectivity, and their successors through the end of World War II. Critical reading and analysis in class of representative works and outside readings and reports are included. Alternate years; offered 1980-81.

Staff

325 German Literature Since 1945

Study of West and East German literature, including Borchert, Böll, Grass, Dürrenmatt and Handke. Critical reading and analysis in class of representative works and outside reading and reports are included. Alternate years; offered 1981-82

Staff

328 Goethe's Faust

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

400 Senior Seminar

Intensive study of selected aspects of German language, literature and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the department.

RUSSIAN**101, 102 Elementary Russian**

The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

Mr. Collier

119 Russian Literature in Translation

Representative works from the standpoint of ideological and philosophical themes as well as from the standpoint of aesthetic and literary values. Although there will be an emphasis on some of the great works of the nineteenth century, there will also be selections from more recent times. Counts toward the distribution requirement in literature.

Mr. Collier

201, 202 Intermediate Russian

A continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

Mr. Collier

409, 410 Individual Readings in Russian

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Mr. Collier

GREEK — SEE CLASSICS



HEALTH AND PHYSICAL EDUCATION

Professor Kenney

Associate Professors Biser, Shoemaker,
and Wescott (*Chairman*)

Assistant Professors Bowers, Donolli, and Reider

Adjunct Instructor Hand

Coaches: D'Ottavio, Haas (*Director of
Intercollegiate Athletics*), Hulton, Hummel,
Kennedy, Lehr, Miller, Novgrod, Schlie
(*Coordinator of Women's Intercollegiate
Athletics*), Streeter, and Zelenz

OVERVIEW

A liberal arts education emphasizes development of the whole person — mind, body, and spirit. Since mind, body, and spirit are interrelated and inseparable, all three must receive attention if students are to stretch themselves to fullest personal development. The Department of Health and Physical Education contributes by offering opportunities for improving health and organic fitness, by teaching recreational skills that have lifelong use, by providing laboratory experiences for social and emotional growth, and by teaching concepts, appreciations, and values.

REQUIREMENTS AND RECOMMENDATIONS

The Department offers a major program in health and physical education. Completion of this program including requisite education courses, will certify students to teach/coach in grades K through 12 in public schools.

All HPE majors must satisfy the regular distribution requirements. Psychology 101 and Sociology 101 are the preferred social science requirements. For laboratory science, biology is required, preferably Cellular Biology and Physiology and Morphology of Organisms (Biology 111–112). General Biology 101–102 is acceptable. Biology should be scheduled during

the freshman year. HPE courses required of all majors are HPE 112, 209, 211, 214, 317, 318, 320, 325, 332, 400, 101, 102, 201, 202, 301, 302, and 304. HPE 101, 102, and 112 should be scheduled during the freshman year. The following education courses are required for those preparing to teach/coach: Ed 201, Ed 209, Ed 303, Ed 304, and Ed 477 (2 courses). Ed 209 must be scheduled during the sophomore year. Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum. Failure to do so often means an additional term or two to complete the program.



DISTRIBUTION REQUIREMENTS

For non-majors in health and physical education, four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are normally taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One term of study yielding one quarter course credit is required from each of the following four groups:

Group I HEALTH

- HPE 105 Health Science (or Health Credit through proficiency testing)

Group II AQUATICS

- HPE 113 Beginner's Swim
115 Intermediate Swim
117 Advanced Lifesaving
119 Water Safety Instructor
120 Endurance Swim Club
122 Synchronized Swim
124 Swimnastics
126 Water Polo
128 Aquatics Combo

Group III FITNESS

- HPE 131 Body Conditioning
133 Weight Training
134 Field Hockey
136 Team Handball
138 Track and Field
140 Jogging Club
142 Aerobics
144 Beginner's Judo
146 Intermediate Judo
148 Self-defense
150 Gymnastics
152 Soccer
154 Beginner's Basketball
156 Advanced Basketball
158 Indoor Lacrosse
160 Speedball

Group IV RECREATIONAL SKILLS

- HPE 161 Contracts (Individualized Program)
163 Beginner's Horsemanship**
165 Intermediate Horsemanship**
193 Beginner's Modern Dance
195 Intermediate Modern Dance
199 Physical and Recreational Activities for Children
164 Riflery**
166 Beginner's Golf
168 Beginner's Tennis
170 Intermediate Tennis
172 Beginner's Volleyball
174 Intermediate Volleyball
176 Badminton
178 Archery
180 Fencing
182 Bowling**
184 Touch Football
186 Softball
188 Handball
190 Paddleball
192 Racquetball
198 Folk and Square Dance

Two proficiency tests are offered freshmen and transfer students who are not majoring in health and physical education — a health knowledge test and a swimming test. If the health test is passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken. If the swimming test is passed, the student must substitute a term of study in any group. If not passed, HPE 113 must be taken.

In Groups II, III, and IV the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken sequentially during the same term are equivalent to a full term. The four group requirements may be taken in any order.

**Requires extra fee



Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105, Health Science, in Group I.

There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registrations, or, for HPE majors, for the required quarter courses in the junior and senior years. Quarter courses beyond these limits will cost a student \$147 per quarter course.

101, 102, 201, 202, 301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, self-defense, and conditioning activities. This course is for health and physical education major students and taken each fall and spring term except during student teaching.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

Serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Wescott

209 Aquatics

Includes the official Red Cross courses for Advanced Life Saving, Water Safety Instructor I, and Water Safety Instructor II, leading to certification. Theoretical and practical training in the course provides teaching methods and techniques in basic swimming strokes, diving, and lifesaving. In addition, emphasis is given to the coaching of swimming teams, management and control of pools and waterfronts, and maintenance of swimming and boating facilities.

Mrs. Bowers

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large.

Mr. Wescott

214 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging and the application of therapeutic techniques.

Mr. Biser

317 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body is provided. *Prerequisites:* Biology 101 and 102 or 111 and 112.

Mr. Biser

318 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics. *Prerequisite:* HPE 317.

Mr. Donolli

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Mr. Kennedy

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Shoemaker



332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Miss Schlie

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction is provided to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. This course offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Miss Kenney

449 Introduction to Research

A study of the various methodological approaches used in research. The course provides practice in designing research tools and in research writing and is helpful for those planning to continue with graduate study. Offered either term.

Miss Kenney

HISTORY

Professors Bloom, Crapster (*Chairman*), and Glatfelter

Associate Professors Bugbee, Fick, Forness, and Stemen

Adjunct Instructor Holder

Lecturer Carlson

OVERVIEW

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business and other fields.

REQUIREMENTS AND RECOMMENDATIONS

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history.

Senior research seminars—number 401 to 449—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.



DISTRIBUTION REQUIREMENTS

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

The following courses meet the distribution requirement in Non-Western culture: 221, 222, 224, 251, 254, 321.

101, 102 History of Europe from the Renaissance

After noting the medieval background surveys major political, economic, social, and intellectual developments in Europe from the Renaissance to the present. The first course goes to the French Revolution; the second extends from 1789 to the present.

Messrs. Crapster and Fick

131, 132 History of the United States

With the dividing point at 1865, a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221 and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

223 United States Relations with East Asia

Study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Mrs. Gemmill

231, 232 Biographical Approaches to American History

An introduction to American history through biographies of representatives and influential persons in significant periods in America's past. Historical forces which shaped their lives and the impact on American development of each person studied are examined. An attempt is made to establish criteria for determining the place of biography as acceptable history. The dividing line between the two courses is 1865.

Mr. Bloom

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

251 History of the Ancient Near East

Survey of the history of the Near East to 622 A.D., concentrating particularly on the major civilizations of Egypt and the Fertile Crescent, i.e., Sumer, Babylonia and Assyria, as well as those of Crete, the Hittites, Persia and the Indus Valley. Secondary attention will be given to ancient Near Eastern art and architecture, religion and literature (in translation).

Mr. Bugbee

254 History of the Middle East under Arab Influence

Commencing with the career of Mohammed, deals with the history of the Middle East, North Africa, Spain and, to some extent, India under the impact of Islam. Emphasis will be placed upon the Arab Conquest and the early, formative centuries of Islamic civilization, as well as upon developments—especially under the influence of the West—since 1798. Secondary attention will be given to Islamic art and architecture, religion, literature and philosophy.

Mr. Bugbee



300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy in 311. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Some attention is given to the civilization of Byzantium and Islam. Not offered every year.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Not offered every year.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed. Not offered every year.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution considers developments in France and the rest of Europe between 1789 and 1815. Not offered every year.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization and Democracy

After a survey of European developments of 1815-48, studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War. Not offered every year.

Mr. Fick

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

Perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

326 Russia in the Nineteenth Century

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included. Not offered every year.

Staff

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Bloom

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

333 American Economic History

Examines the economic incentives for colonial settlement, for revolutionary change, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over currency, and for the coming of government regulation of business. Not offered every year.

Mr. Bloom

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness



341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, stresses political and constitutional developments to 1750, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

Begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War and Reconstruction

Begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America, followed by examination of the failure to fix upon a mutually acceptable and permanent compromise, the military and diplomatic conflict of 1861-1865, and the problems associated with Reconstruction.

Mr. Bloom

348 Early Twentieth Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:

401 England in the 1880's

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U. S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency

Mr. Bloom

407 Diplomacy of the Truman Administration

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either term.

Staff



INTERDEPARTMENTAL STUDIES

Professor Pickering (*Chairman*)
 Adjunct Assistant Professors M. Baskerville
 and J. Gemmill
 Adjunct Instructor L. Lindeman
 Lecturers Jones and Nordvall

Through the Committee on Interdepartmental Studies, the College offers courses and promotes opportunities for specialized interdepartmental programs that coordinate courses available in a variety of academic areas. The Committee on Interdepartmental Studies bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 82–83)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes a substantial number of advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 28)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others use methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

Introduces the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. Students study characteristic ideas and institutions affecting economic, political, and religious developments from the Middle Ages and Renaissance through the twentieth century. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents including authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Mrs. Small

192 Seminar: The Implications of Reproductive and Genetic Engineering

Seminar designed to examine the biological, medical, legal, social, psychological, aesthetic, and ethical implications of genetic and reproductive manipulation in man. Work requirements include readings, discussions, oral presentations, and the production of research-position paper to be defended before the group. Limited to freshmen.

Messrs. Loose and Schroeder

206: Byzantine Civilization

An introduction to the civilization which radiated from Constantinople, the capital of the Roman Empire from 330–1453 and a major link between eastern and western civilizations for 1,000 years. Its legacies include Roman Law, a controlled economy, the icon, church councils, military science, the bureaucracy, and classical learning. A movie, slides, and a field trip enhance class discussions and lectures. Fulfills a distribution requirement in history, philosophy, and religion. Can be counted toward a religion major.

Mr. Trone

**211 Perspectives on Death and Dying**

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, and other such problems are examined. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Moore

213 Woman in the Ancient World

An investigation of the role/s of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Alternate years. Offered 1981-82.

Mr. Moore

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature; second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Fulfills distribution requirement in history, philosophy, or religion and the distribution requirement in Non-Western culture. Alternate years. Offered 1982-83.

Mrs. Gemmill

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years. Offered 1982-83.

Mr. Michelman

237, 238 Literature of India

Study of major literary works of Indian culture from the standpoint of religion, history, and aesthetics. First course includes: Vedic hymns, major epics, Sanskrit drama, literature of the Gupta period. Second course includes: epics and lyrics of the Tamil culture, bhakti poetry, Persian literary tradition, the Western-inspired modern novel. Complete works read and discussed using criticism from Western and Indian sources. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years. Offered 1983-84.

Mrs. Gemmill

240 Energy Production and Use

Presents physical laws and concepts related to energy production and use. Both renewable and non renewable energy sources are studied. Topics include fossil fuels, nuclear power, solar energy and other alternative energy technologies. Emphasis is also placed on the environmental and economic implications of energy use.

Mr. Cowan

244 Introduction to American Folklore

An introduction to folkloric theory and method, followed by a survey of the various types of folklore in America: myths, tales, ballads, music, art, games, et cetera. The course evolves through lectures, discussion of readings, and student reports, culminating in each student investigating in some depth one aspect of American folklore. Alternate years. Offered 1982-83.

Mr. Locher

246 American Humor

A tracing of the American comic spirit from its purely literary and imported beginnings to its multi-media manifestations today, attempting to isolate its distinctively American characteristics. Its ties to society and politics will be stressed. In addition to reading and discussing assigned texts, each student will be asked to research, analyze, and report on one American creator of humor. Alternate years.

Mr. Locher

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists. James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Critical reading of representative theological writings and of the Modern Period to bring into focus dominant religious ideas influencing Western culture since 1800 and to attempt to discern the form and content given to those ideas by men of letters. Fulfills distribution requirement in history, philosophy, and religion; or in literature; may count toward religion major.

Mr. Loose



320 Human Sexual Behavior

Discussion of biosexual, sociosexual and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present day social-sexual milieu. Seminar format. In-depth research investigation required

Mr. Jones

350 History of Modern Western Thought

Covers the major ideas and intellectual movements of the nineteenth and twentieth centuries in the natural sciences; economic, social, and political thought; philosophy, religion, and the arts. The chronological approach to the material emphasizes historical relationships between ideas yet gives attention to general historical context. The course seeks primarily to understand our recent intellectual heritage and its impact on the contemporary mind. Open to juniors and seniors; to others with instructor's permission. Fulfills distribution requirement in history, philosophy, or religion.

Mr. Schubart

401 Senior Scholars' Seminar: The Future of Man

Seminar for selected senior students addressing an important contemporary issue affecting the future of man. The approach to this issue is multi-disciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the Fall and January terms. Interested students should consult page 31 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies

461 Individualized Study: Research in Interdepartmental Studies

SPECIAL INTERDEPARTMENTAL PROGRAMS

ASIAN STUDIES

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the College has access:

- 1) An introduction to South Asia including Civilization of India and religions of South Asia.
2. An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia and Modern China.
3. The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Wilson, Dickinson or Franklin & Marshall Colleges.
4. Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
5. The Central Pennsylvania Consortium arrangement whereby students may engage with full academic credit in a summer and a fall semester in India. Interested students should consult the Dean of the College or Committee on Interdepartmental Studies for further information.

ASIAN STUDIES COURSES

IDS 227, 228 Civilization of India

IDS 237, 238 Literature of India

History 221, 222 History of East Asia

History 321 Modern China

Religion 241 The Religions of South Asia

Religion 242 The Religions of East Asia and West Asia

AMERICAN STUDIES

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach



courses in these areas or from the faculty's Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the January Term catalogue lists many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

MEDIEVAL AND RENAISSANCE STUDIES

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History Department, Director.

MEDIEVAL AND RENAISSANCE STUDIES COURSES

- Art 111 Ideas and Events Behind the Arts
- Art 203 Italian Painting, 1300–1600
- Art 205 Northern European Painting, 1400–1700
- Art 215 History of Architecture and Sculpture to 1750
- Classics: Latin 306 St. Augustine
- English 302 History of the English Language
- English 331 Mediaeval Literature
- English 334 Renaissance Literature
- English 362 Chaucer
- English 365, 366 Shakespeare
- English Theatre Arts 203 History of the Theatre
- History 203 History of England
- History 311, 312 Medieval Europe
- History 313 Renaissance and Reformation
- IDS 101 Ideas and Institutions of Western Man
- IDS 103, 104 Literary Foundations of Western Culture
- IDS 206 Byzantine Civilization
- Music 312 History of Medieval, Renaissance, and Baroque Music
- Philosophy 303 History of Philosophy: Classical Philosophy
- Philosophy 304 History of Philosophy: Medieval and Early Modern
- Religion 121 Church History: To the Eighth Century
- Spanish 305 History of Spanish Literature: Origins to 1700

LATIN — SEE CLASSICS



MATHEMATICS

Professors Fryling and Holder (*Chairman*)
Associate Professors Flesner, Kellett,
Leinbach, and Moorhead

OVERVIEW

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in the physical sciences and is occupying a position of increasing importance in the social sciences as well. This applied aspect of mathematics has been dramatically enhanced with the advent and rapid development of the high speed electronic digital computer. It is important that mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in applied mathematics. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

REQUIREMENTS AND RECOMMENDATIONS

The department offers two programs, one in *Mathematics* and one in *Mathematical Sciences*. Both programs build on a basic *core* of courses required of all majors. This core consists of the following five courses:

Math 111-112: Calculus of a Single Variable
Math 211: Multivariable Calculus
Math 212: Linear Algebra
Math 234: Introduction to Modern Algebra

Advanced placement in the calculus sequence Math 111-112, 211 is possible for those who have scored sufficiently high on the Advanced Placement Examination. Such placement will be determined by the Department Chairman in accordance with College policy (see page 131).

THE PROGRAM IN MATHEMATICS

This program is recommended for students planning graduate study in mathematics, for students planning careers as secondary school teachers of mathematics, and for students who wish to gain an appreciation of the power and beauty of mathematics within a liberal arts context.

Requirements (non-teaching objective):

Core, plus Math 313, plus six other 300-level mathematics courses.

Requirements for Teacher candidates:

Core, plus Math 313, 343, Ed304, and three other 300-level mathematics courses.

It is recommended that students planning graduate study in mathematics take Math 333, 365, and one or more of the courses offered as Selected Topics, Math 381, 382.

THE PROGRAM IN MATHEMATICAL SCIENCES

The Mathematical Sciences include applied mathematics in the physical sciences, computer science, operations research, statistics, and actuarial science. This program provides introductory courses in each of these fields and a foundation for more specialized future study. Applications of mathematics in the social sciences involve statistics, operations research, and the computer.

Requirements:

Core, plus Math 275, 357-358, and one course from Math 262, 362, and 363. In addition, the student will elect three other mathematics courses at the 200- or 300-level.

Recommendations for course electives in each field are:

Physical Science: Math 363 or 365, 364, 366



Computer: Math 276, 360, 365, 366
Operations Research: Math 262, 359, 362
Statistics: Math 359, 360, 362
Actuarial Science: Math 359, 360, 366

Students who plan graduate study in any of the mathematical sciences should also take Math 313.

It is recommended that mathematics majors fulfill their science distribution requirement by taking Physics 111, 112, since these courses especially enhance the calculus.

Mathematics majors in either of the two programs are encouraged to pursue in some depth an allied field in which mathematics can be applied. Applications of mathematics in the physical sciences have long been recognized, and in these fields the importance of mathematics continues to grow. To an increasing extent mathematics also is being employed in the social and life sciences, especially in biology, in economics, in psychology, in sociology, and in certain aspects of medicine. A secondary concentration in any one of these fields provides a useful supplement for a mathematics major although mathematics students can, of course, join the study of mathematics with a concentration in any of the areas of study offered by the College. To further encourage such collateral study, permission may be granted to substitute one course from an allied field for a mathematics elective in either program. Such a course must employ mathematics at an advanced level, and be approved in advance by the Mathematics Department. This option is not open to majors preparing for teaching certification.

KNOWLEDGE OF THE COMPUTER

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted at an early stage with the potential as well as the limitations of computers. Each student should develop facility in algorithmic thinking and the use of the computer as a tool in problem solving. In order to accomplish this goal, Mathematics 111-

112 provides an introduction to a programming language during weekly computer periods in which problems related to the calculus are carried out. Mathematics 211, 212 and several higher level courses in mathematics offer further experience in computing.

**107 Applied Statistics**

Designed for students in the Biological and Social Sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is a laboratory period in which students learn how to do a statistical study using a statistical package on the computer. Credit may not be granted for Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for Mathematics 108 and Mathematics 111

Staff

110 Introductory Analysis

Preparation for the study of calculus. Topics include: review of algebra and trigonometry, elementary functions, and basic concepts of calculus. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours each week.

Staff

117-118 Calculus and Matrix Algebra

Aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems with constraints for functions of several variables. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Economics 101-102 or permission of instructor.

Mr. Kellett

174 Computer Methods

Designed for students who have had no instruction in computer programming. The major emphasis of the course is on solving problems from the different academic disciplines. The student will learn to analyze a problem, construct the flow-chart, write the program, interpret the results, and generalize the method to a broader class of problems. Both BASIC and FORTRAN languages will be learned in the course.

Messrs. Flesner and Kellett

180 Basic Concepts of Elementary Mathematics

Designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January Term as J 18.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. Computer projects in multivariate calculus are included. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications of computer projects in linear algebra are included. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Staff

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

Mr. Kellett



262 Mathematical Modeling

An examination of the philosophy of mathematical modeling, the assumptions underlying some mathematical models, and the results of these models. In addition to studying the theory of modeling, the student will participate in the model building process by using information from the Physical, Biological and Social Sciences. *Prerequisite:* Mathematics 112.

Mr. Leinbach

275 Introduction to Computer Science

Emphasizes the development of algorithms which take into consideration the functional aspects of digital computers. It provides an introduction to the functional parts and organization of digital computers, programming them using both low and high level languages, techniques of algorithm development, and simple data structures. *Prerequisites:* Mathematics 111–112 or Mathematics 174 or consent of the instructor.

Mr. Leinbach

276 Introduction to Data Structures

An introduction to methods of organizing and structuring data for use in conjunction with algorithmic processes. The representation and manipulation of stacks, queues, files, lists, strings, arrays, trees, and graphs are included. *Prerequisite:* Mathematics 275 or consent of the instructor.

Mr. Leinbach

313 Mathematical Analysis

Provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, and the Riemann integral. *Prerequisite:* Mathematics 234.

Mr. Holder

333 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, fields, and linear algebra. *Prerequisite:* Mathematics 234. Alternate years. Offered 1982–83.

Mr. Flesner

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

Mr. Moorhead

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 211, 212.

Mr. Fryling

359 Stochastic Processes

Includes the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes. *Prerequisite:* Mathematics 357, 358. Alternate years. Offered 1982–83.

Mr. Fryling

360 Linear Statistical Models

Designed to develop an understanding of both the underlying theory and the practical problems which are encountered using linear statistical models for regression, analysis of variance and experimental design. *Prerequisite:* Mathematics 358, may be taken concurrently. Alternate years. Offered 1981–82.

Mr. Kellett

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 211 and 212, or 118 and 174.

Mr. Leinbach

363-364 Applied Mathematical Analysis

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 211, 212 or permission of instructor.

Messrs. Holder and Mara



365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisite:* Mathematics 211, 212.

Messrs. Holder and Flesner

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisite:* Mathematics 212.

Mr. Leinbach

381, 382 Selected Topics

Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

Staff

MILITARY SCIENCE

Army ROTC: Military Science

Professor Karsteter (*Chairman*)

Assistant Professors Galloway, Heincer,
Hitchcock, Jackson, and Olson

Assistant Instructors Callahan, Cantu, Fuller,
Hemmerly, and J. Schneider

OVERVIEW

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies and may qualify for such study at government expense.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.



2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.

2. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

REQUIREMENTS AND RECOMMENDATIONS

MS 101, 102, 201 and 202 are open to all freshmen and sophomores and incur no military obligation. MS 101 completion is a prerequisite for the other courses. MS 301, 302, 311 and 312 are open to those junior and senior students who have entered the Advanced Course and are seeking a commission in the US Army. These courses must be taken in sequence. Interested juniors and seniors not seeking a commission may enroll in the 300 level courses with the permission of the Department Chairperson.

101 Introduction to Military Science

A study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U. S. defense establishment, and introduction to leadership through practical exercises.

¼ Course Credit

102 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his or her interests and that would benefit him or her in the military.

¼ Course Credit

201 American Military History

A study of the development of American military institutions, policies, experience and traditions from colonial times to the present.

¼ Course Credit

202 Enrichment Course

(Same as MS 102)

¼ Course Credit

301 Advanced Military Science I

A study of the principles of leadership and their application in both a military and non-military environment.

1 Course Credit

302 Advanced Military Science II

A study of military operations involving various elements of the army, to include small unit tactics. The student learns through practical exercises the basic principles of handling tactical units in combat.

1 Course Credit

311 Advanced Military Science III

A seminar-lecture with primary emphasis on analysis of national power in four countries. Aspects of American national power and its influence on US foreign policy are also addressed. The current military organization of the battalion and the brigade, military law, the Soviet threat and a world events seminar are included.

1 Course Credit

312 Advanced Military Science IV

A seminar-lecture primarily designed to prepare the student for commissioning. Military problem solving techniques, speaking and writing skills and current military issues are addressed. The obligations and responsibilities of an Army officer are also stressed.

1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering, Survival, and Orienteering.



MUSIC

Professor Weikel (*Chairman*)

Associate Professors Belt, Getz, Nunamaker,
and Zellner

Assistant Professors Finstad and M. Matsinko
Instructor Powers

Adjunct Assistant Professors M. Hook,
Landgren, C. Matsinko, and Thurmond
Adjunct Instructor Jarvinen

OVERVIEW

The Music Department endeavors to introduce students to the historical significance of Western Music so that they have an understanding of their musical heritage and some knowledge of what is happening now. Supporting this historical knowledge is acquaintance by students with the basic building blocks of music (harmony, counterpoint, and form), and discovery of their own abilities through direct contact and creative manipulation of such material. The third area of the music curriculum involves the student in an intensive study of applied music. This area encompasses two aspects: individual and group (or ensemble) experiences. In the practice room, studio, and recital hall the student has an opportunity to discipline himself or herself in order to refine the techniques for any musical performance. In the ensemble the individual must work within a larger social context and experience the possibilities of group action towards musical re-creation. The fourth area of the curriculum is the specific program and experiences which are provided to develop in the student who plans to enter the field of education those competencies prescribed by the Department as essential to the teaching of music. The Music Department offers programs leading to a Bachelor of Arts degree with a major in music and a Bachelor of Science degree with a major in music education.

REQUIREMENTS AND RECOMMENDATIONS

The Department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206 and 456) plus quarter courses in the student's major applied area totaling one and three quarter full courses (seven quarter courses). The major must also participate for four years in an authorized group and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. candidate with the exception of 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 34) satisfies the Certification requirements for teaching music in elementary and secondary schools.

DISTRIBUTION REQUIREMENTS

The distribution requirement in art, music, creative writing and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 107, 312, 313, 314, and certain designated January Term courses.

PERFORMING ENSEMBLES

All regular College students are eligible to audition for the College Choir, Chapel Choir, Women's Chorus, Band and Orchestra. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Belt and Powers

103 The Symphony

The standard symphonic repertoire presented through listening with attention given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Standard operatic works are listened to and discussed as examples of drama and music.

Mr. Finstad

**105 Introduction to Contemporary Music**

A study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok and the Avant Garde composers. This course is designed for students with some musical background.

Messrs. Belt and Powers

107 Music of the Romantic Era

A study of the philosophical background for nineteenth-century musical creations and the stylistic features of the music. Extensive listening will be done in the areas of orchestral, vocal and chamber music.

Mr. Nunamaker

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique—especially melodic analysis. Correlated sight singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales. Correlated sight singing and aural perception skills. Keyboard application.

Messrs. Weikel and Getz

241 Theory III

An intensive study of the common practice period; extensive written and analytic projects; study of musical structure through small forms. Correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

An intensive study of late romanticism to the present day by means of analytic and written projects. Correlated sight singing and aural perception skills. Keyboard application.

Mr. Weikel

341 Theory V

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble) is included.

Mr. Zellner

342 Theory VI

A study of the structural organization of music including the analysis of the larger forms of composition drawn from the standard literature of the eighteenth–twentieth centuries.

Mr. Belt

205 Choral Conducting

Development of a basic conducting technique. Emphasis is placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score reading involving instrumental interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

The methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Mr. Finstad

303 Sixteenth-Century Counterpoint

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

An introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression; composition in the various forms.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

Mr. Nunamaker

314 Music in the Twentieth Century

A study of the principal stylistic tendencies of music as well as developments in experimental music from c. 1900 to the present with examination of the works of representative composers.

Mr. Belt



321 Principles and Procedures of Teaching Music in the Secondary School

Study of methods and materials relative to music classes and performance groups. The evaluation of material, methods, and techniques and development of a personal philosophy of music education are included.

Mr. Getz

474 Student Teaching

Teaching in public schools in cooperation with and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring term only.

Three Course Units
Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

APPLIED MUSIC

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term. Supplementary piano and voice may be in classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two ¼ Courses
Mr. Powers

113-114 Brass Instrument Class

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument.

Two ¼ Courses
Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ Courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their playing techniques and teaching procedures.

¼ Course
Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$147.

¼ Course
Mr. Finstad and Mrs. Hook

122 Voice Class

A study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation: Fee for class lessons per term: \$147.

¼ Course
Mr. Finstad and Mrs. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$147.

¼ Course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$147.

¼ Course
Messrs. Matsinko and Belt

**125 Organ**

Private instruction designed to include literature of various periods, sight reading, hymn-playing, chant and anthem accompaniment. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$147.

¼ Course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction in woodwind, percussion and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$147.

Ms. Landgren and Messrs. Thurmond and Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$147.

¼ Course
Mr. Nunamaker and Mrs. Jarvinen

131 College Choir

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly.

No Credit
Mr. Getz

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No Credit
Mr. Matsinko

133 Band

Membership in the Band dependent on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Four rehearsals weekly.

No Credit
Mr. Powers

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No Credit
Mr. Nunamaker

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

PHILOSOPHY

Professor Coulter (*Chairman*)
Associate Professor Schubart
Assistant Professor Portmess

OVERVIEW

The Philosophy Department designs its courses with the following goals in mind: to acquaint students with the history of philosophy, to assist students to understand and to analyze the assumptions and theories which guide our efforts to obtain knowledge of the world, and to encourage students to become aware of the social, scientific, religious, ethical and aesthetic aspects of human existence. Philosophy can help students achieve perspective on the knowledge acquired from their other college courses.

A major in philosophy may be chosen for its own sake, or as preparation for graduate study in philosophy or for professional study in fields such as law or the ministry. A student may take courses in philosophy to fulfill a distribution requirement or to supplement a major in another department. The Department is interested in assisting and encouraging students to design Special Majors in which philosophy is an integral part.

REQUIREMENTS AND RECOMMENDATIONS

Philosophy 101, 113, and 211 have no prerequisites. Philosophy 101 is recommended as preparation for 223 and any 300 or 400 level course. Students who have not had 101 should consult with the Instructor before registering for 223 or any 300 or 400 level course.

A philosophy major includes at least eight courses in the Department, chosen in consultation with the student's advisor. Philosophy majors are encouraged to obtain a broad background in the liberal arts in addition to their major.

DISTRIBUTION REQUIREMENTS

Any of the courses offered by the Department, with the exception of 113, may be used to satisfy the distribution requirement in History, Philosophy and Religion.

**101 Introduction to Philosophy**

A study of selected philosophical works, such as Plato's *Republic*, Descartes' *Meditations* and Sartre's *Existentialism*, with the aim of developing the students' ability to read philosophy and to reflect and comment critically upon philosophical problems.

Ms. Portmess

113 Thinking Clearly

An informal logic course designed to help students develop the practical ability to analyze and to evaluate arguments and explanations. The course deals with clarifying language, with the analysis of arguments, with informal fallacies, with causal analyses and with inductive reasoning. Does not meet a distribution requirement. Not recommended for majors or for persons who have had Philosophy 211.

Staff

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

223 Ethics

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite*: one course in philosophy or permission of instructor.

Mr. Schubart

303 History of Philosophy: Classical Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

304 History of Philosophy: Medieval and Early Modern

A study of philosophers and philosophies of Medieval and Early Modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

320 Seminar in Nineteenth Century Philosophy

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel are studied as criticisms of the Enlightenment and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche are included as criticisms of idealism and as significant new constructive attempts.

Ms. Portmess

321 Seminar in Twentieth Century Philosophy

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

Mr. Schubart

332 Seminar in Ethics

An examination of such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation.

Mr. Schubart

334 Seminar in Philosophy of Art

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

Mr. Schubart

337 Seminar in Philosophy of Religion

An analytical study of religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts

Mr. Coulter

400 Senior Seminar

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems or on one of the major contemporary philosophers.

Ms. Portmess

Individualized Study

With the consent of the Department, qualified students may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated spring term

Staff



PHYSICS

Professors T. Daniels, Haskins (*Chairman*),
T. J. Hendrickson, and Mara
Associate Professors Cowan, Marschall,
and W. J. Scott

OVERVIEW

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

REQUIREMENTS AND RECOMMENDATIONS

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312 and J 26. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical,

nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors are expected to exhibit increasing competence with computer facilities as they progress through the courses in the physics curriculum.

Qualified majors should consider the opportunities afforded by Physics 462. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

DISTRIBUTION REQUIREMENTS

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of instructor.

SPECIAL FACILITIES

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cam-



eras, a UVB photometer, a 12" Varian electromagnet, and an astronomical spectrometer. Computational resources include a large programmable calculator, microcomputers and multiple access to the College's Burroughs 6800.

SPECIAL PROGRAMS

The Department administers the Cooperative Engineering Program with Pennsylvania State University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State, Washington University in St. Louis, or RPI. For more details on the Cooperative Engineering Program, see page 39.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

101, 102 General Physics

An introduction to the basic concepts of classical and modern physics with applications in a contemporary context. The fields covered include mechanics, energy, heat, waves, sound, electricity, magnetism, relativity, and atomic and nuclear physics. These courses are designed for students who are not majoring in the sciences. *Prerequisite:* Competence in high school algebra. Three class and three laboratory hours.

Staff

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. Physics 101 and Physics J1 will complete the laboratory science distribution requirement. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology; fluids, heat, radiation and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours.

Messrs. Scott and Daniels

108 Introductory Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. Frequent observational activities at the College Observatory will be scheduled to supplement the lectures. *Prerequisite:* High school algebra and trigonometry will be helpful. Three class hours and occasional evening observing sessions.

Mr. Marschall

109 Topics in Astronomy

Highlighting a single area of current interest in astronomy. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marschall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics, electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance, and the special theory of relativity. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

**211 Vibrations, Waves, and Optics**

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction are covered as well as physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Mr. Cowan

212 Atomic and Nuclear Physics I

Experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, de Broglie wavelength, uncertainty principle, radioactivity, particles. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Mr. Haskins

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures; friction; centroids and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle; translation and rotation of rigid bodies; work and energy; impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

311 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours and three laboratory hours.

Mr. Daniels

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields are included. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Advanced Newtonian mechanics for upperclass physics majors. Topics include equations of motion, gravitational field, non-inertial reference systems, conservation laws, planetary motion, rigid body motion, Lagrangian and Hamiltonian mechanics. *Prerequisites:* Physics 211 and Mathematics 212.

Mr. Cowan

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Mr. Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marshall

**341 Quantum Mechanics**

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Topics covered include potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics are covered including time dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, and isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

POLITICAL SCIENCEProfessor Boenau (*Chairman*)Associate Professors Borock, Mott, Nyitray,
and D. Tannenbaum

Assistant Professors Chase and Entessar

Adjunct Professor Plischke

OVERVIEW

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

REQUIREMENTS AND RECOMMENDATIONS

Beginning with the class of 1983, the requirements for a major in political science are as follows (students in earlier classes are subject to the previously existing requirements): Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major sub-fields of political science. Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.



Beginning in 1981-82, departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

DISTRIBUTION REQUIREMENTS

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in Non-Western culture: 263 and 266.

SPECIAL PROGRAMS

Qualified students may participate in off-campus programs, such as the Washington Semester, The Harrisburg Urban Semester, The United Nations Semester, and study abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Messrs. Chase, Mott, and Nyitray

102 Introduction to Political Thought

Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states from a micro-political perspective that encompasses such topics as nationalism, power, ideology, war and institutional arrangements, as well as from a macropolitical perspective that reflects the combined results of international activity such as the development of political and economic interdependence, the use and misuse of global resources, and the prospects for a transition from an international community of nations to a global society.

Messrs. Entessar and Borock

104 Introduction to Comparative Politics

Introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

Comparative Politics

260 Comparative Parliamentary Systems

Analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries, focusing on interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

Analysis and comparison of the political systems of the USSR, Eastern Europe, and China, focusing on the role of the communist party, the problem of succession, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Mr. Entessar

266 The Governments and Politics of the Middle East

Study of the politics and social structures of the Arab world and Israel, Iran, Turkey, and Afghanistan. Topics considered include political development, nationalism, ethnicity, the role of Islam, ideology, patterns of political leadership, political parties, social classes, and the military. *Prerequisite:* PS 104 or permission of instructor.

Mr. Entessar

American Government

221 State and Local Government

Study of the structure, functions, and political processes of non-national government in the United States. *Prerequisite:* PS 101 or permission of instructor.

Messrs. Chase and Tannenbaum

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Messrs. Chase and Tannenbaum



224 Presidential Politics

Study of the role of the Presidency in the American political system, the selection of presidential candidates, the Presidency and bureaucratic structures and procedures, presidential leadership, and the Presidency in the policy process. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Nyitray

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

232 Public Opinion

Examination of public opinion and its effects on political behavior. Special attention is given to opinion formation and measurement. There is also an emphasis on propaganda and pressure group activity. *Prerequisite:* PS 101 or permission of instructor.

Mr. Chase

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisite:* PS 225 or permission of instructor.

Mr. Mott

323 Legislative Process

Study of the United State Congress focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Mr. Nyitray

International Relations

242 American Foreign Policy

Analysis of the development, implementation, and effects of U.S. foreign policy. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

245 World Order

Examination of international organization, regionalism, and security systems as they affect the reduction of international violence and promote tolerable standards of stability. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

344 U. S. Defense Policy

Examination of the formulation and implementation of U.S. defense policy within the context of the international and domestic political systems. Attention will be given to the ways policy affects and is affected by the political environment, the conceptual approach to war, the impact of technological change, the economic issues of defense spending, the decision-making process, and the civilian-military relationship. *Prerequisites:* PS 103 and PS 242 or permission of instructor.

Mr. Borock

Political Theory

280 Modern Political Ideologies

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

Examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Mosca, Pareto, Michaels, Ortega y Gasset, and Lenin. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

Examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

Advanced Courses

400 Seminars

Advanced study of domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff



PSYCHOLOGY

Professors D'Agostino, Mudd (*Chairman*),
and Platt
Associate Professors Frank, Gobbel,
Pittman, and Shand
Assistant Professor White

OVERVIEW

The Department emphasizes human, experimental psychology in all of its course offerings, including those in the areas of clinical and applied psychology. The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, and independent study, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

REQUIREMENTS AND RECOMMENDATIONS

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses, one from each of the following two groups: (a) 314, 318, 325, and (b) 316, 317, 336. Training in computer science is recommended for all majors and is highly recommended for those planning to go on to graduate work. Students should consult

with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

DISTRIBUTION REQUIREMENTS

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 214, 221, 225, 226, 230, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely. Offered in the spring term.

Mr. D'Agostino

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economic planning is reviewed. Alternate years. Offered 1981-82.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

**214 Social Psychology**

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Mr. Pittman

221 Basic Dynamics of Personality

Uses textbooks and collateral readings in an introduction to theories and strategies in personology. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in personality. The usefulness of verifiable evidence is emphasized. *Prerequisite:* Psychology 101.

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual, from conception to adolescence. Methods, relevant research and various theoretical perspectives are reviewed. Content areas include perception, learning cognition, language, social development, etc.

Ms. Gobbel and Mr. White

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: research methods, physiological changes, cognitive development, vocational, social sex-role, and value development, and the search for identity. Psychology 225 is recommended as a prerequisite but not required.

Ms. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino and Mudd

314 Assessment of Personality and Intelligence

Correlational, experimental, and projective methods for the study of such topics as abilities, humor, self-concepts, prejudice, handwriting, belief, creativity, art, and music. Each student will design an experiment and a factor-analytic study related to one topic. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

Introduction to sensory and perceptual processes. Lectures deal with the psychophysical analysis of the stimulus, sensory coding, feature detection, constancies, and meaning. Laboratory work includes several minor studies and one major research study on a special topic of the student's own choice in an area of social perception. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Topics include short and long-term retention, language comprehension and models of semantic memory. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

322 Clinical and Counseling Psychology: Uses and Abuses

Presents an introduction to the history, problems, methods, values and ethics relating to clinical and counseling psychology. The course is not a practicum. *Prerequisites:* Psychology 221, 320, or 326. Offered spring term, alternate years. Not offered 1981-82.

Mr. Frank

325 Life-Span Development—An Experimental Approach

An intensive study of one or more areas of research in cognitive, social or language development. Emphasis is placed on unique characteristics of research with children and/or adults across the lifespan. Laboratory work includes the design execution and analysis of a research project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and three laboratory hours.

Ms. Gobbel and
Mr. White

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214, 221, or 320 recommended but not required; not open to freshmen.

Mr. Shand



336 Physiological Psychology

Study of the anatomical and physiological bases of behavior and cognition. Emphasis is on the neuropsychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A review of the development of psychology to the present. Emphasis is on the contributions of empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis to contemporary psychology.

Mr. Platt

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Examines critically and in detail selected theories of personality. Primary and secondary sources are used for each theory studied. Verifiable evidence is examined as it may augment or challenge theory. *Prerequisites:* Psychology 221 and 320 and Junior or Senior status. Meets three hours once a week. Offered spring term, alternate years. Not offered 1982-83.

Mr. Frank

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and conduct of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. Research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

RELIGION

Professors Dunkelberger, Freed (*Chairman*),
Hammann, Loose, and Moore
Associate Professor Trone

OVERVIEW

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

REQUIREMENTS AND RECOMMENDATIONS

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. No courses in other departments may be applied toward the minimum requirement of eight courses. With departmental approval, certain courses outside the Department may be applied to the major beyond the minimum requirement. Individualized Study is required of all majors. Pretheological students and those contemplating church vocations should especially consider a major in this Department. Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs.

DISTRIBUTION REQUIREMENTS

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 127, 131, 132, 133, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in



addition to the 100-level course distribution requirement in religion. The following courses meet the distribution requirement in Non-Western culture: 202, 241, and 242.

SPECIAL PROGRAMS

The Department participates in the bilateral study arrangement with the Central Pennsylvania Consortium Semester in Mysore, India.

BIBLICAL STUDIES

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data

Mr. Moore

111 History, Literature, and Religion of the New Testament

A study of the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. Freed

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in Non-Western culture

Mr. Moore

203 Biblical Archaeology

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

210 The Apostle Paul: the Man, the Thinker, and the Traveler

A study of some of Paul's letters and the book of Acts in an attempt to understand the complex personality of Paul and his thought. Topics included are faith and law, the righteousness of God and man, and justification and salvation. Paul's travels are illustrated by slides from the instructor's personal collection. *Prerequisite:* Religion 111.

Mr. Freed

311 Jesus in the First Three Gospels

An examination in depth of selected passages in the first three gospels using the techniques of source, form, redaction, and literary criticism. Special attention is given to the parables of Jesus. *Prerequisite:* Religion 111

Mr. Freed

312 The Gospel of John

Chief emphasis given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including some from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101.

Mr. Freed

HISTORY OF RELIGIONS

121 Church History: To the Eighth Century

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents

Mr. Trone

123 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the Reformation of the sixteenth century through the movements of Protestant Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, Modernism, and Ecumenism.

Mr. Dunkelberger

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

Staff

142 Great Religious Personalities

A critical survey of major religious personalities, including founders, interpreters, and reformers in the great traditions, especially Christianity. The historical facts about the man, along with his message, mystique, and myths associated with him, are explored.

Mr. Dunkelberger

**IDS 206 Byzantine Civilization**

For course description see Interdepartmental Studies.

Mr. Trone

223 Christianity U.S.A.

An investigation of the institutional history, main ideas, and the leadership in the various churches of America from colonial times to the present. The development of the Jewish tradition in America will also be considered. The broad religious consensus, along with movements such as puritanism, pietism, revivalism, liberalism, and fundamentalism, is explored.

Mr. Dunkelberger

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions, and practices. Fulfills the distribution requirement in Non-Western culture.

Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious tradition from east or west Asia that can be contrasted with Buddhism. Insofar as possible original sources in translation will be used. Fulfills the distribution requirement in Non-Western culture. Spring term every year.

Mr. Hammann

RELIGIOUS THOUGHT**122 History of the Medieval Church**

This exploration begins with the Seventh General Council (787) and ends with the death of Pope Pius II in 1464. The Latin, the Orthodox, and the heretical traditions and institutions will be included in order to help the student understand Medieval practices and decisions which still inform churches today.

Mr. Trone

131 Religion and Modern Man/Woman

An exploration of the many ways in which religion expresses itself in the twentieth century. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture but includes insights from the religious traditions of Asia as they impact on the present day.

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

Study of the religious experience and patterns developed by the world's major religions from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena.

Mr. Loose

133 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writings studied will change from semester to semester as new issues are raised and new answers attempted.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

136 Religions From the Center to the Fringe

A historical and critical study of recent sectarian and cultic developments primarily in the West. Such movements as Ba'hai, Christian Science, Mormonism, Nichiren Shoshu, ISKCON, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements.

Mr. Hammann

137 Toics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought.

Staff

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

227 "Monks, Nuns and Friars"

A study of the rules and practices of religious orders for men and women: Latin, Orthodox, and heretical. The course will also include the art and architecture produced by these orders and some of the most famous monastic personalities. There will also be a visit to a monastery.

Mr. Trone

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

**243 Mythology and Religion**

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered.

Mr. Dunkelberger

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth and twentieth century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the Department and in accordance with regulations adopted by the Department for majors a course of directed study and research.

Staff

ROMANCE LANGUAGES AND LITERATURES

Professor Kurth

Associate Professors Barriga and Lenski

Assistant Professors Beach-Viti, Burgess,

C. Hendrickson, Kostopoulos, Michelman,

A. G. Tannebaum, Viti (*Chairman*), and Weaner

Instructor Olinger-Rubira

Adjunct Assistant Professor Deveny and Diáz

Adjunct Instructor Mellerski

OVERVIEW

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in the library. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching as well as for graduate study. Students will also find knowledge of French and Spanish to be valuable in the fields of business, social work and government service.



REQUIREMENTS AND RECOMMENDATIONS

Requirements for a major in French or Spanish include French or Spanish 301, 302, and six additional courses above the 302 level. French majors must include French 305 and 306 in their major program. Spanish majors must include Spanish 305, 306, and 307 in their major program. French or Spanish individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors are encouraged to study in a French or Spanish-speaking country, although this is not a Departmental requirement. Some courses for majors are offered in January. However, majors in French or Spanish may count only one January Term course in their respective majors toward the major requirements.

DISTRIBUTION REQUIREMENTS

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328, 331; Spanish 205, 206, 305, 306, 307, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French or Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the

Department Chairman, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310, Spanish 310, Spanish 311, and Spanish 312 fulfill distribution requirements in history, philosophy or religion.

French 331 fulfills the distribution requirement in Non-Western culture.

SPECIAL FACILITIES

Language Laboratory in Musselman Library/Learning Resources Center.

SPECIAL PROGRAMS

See Junior Year Abroad.

FRENCH

101-102 Elementary French

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

Staff

103-104 Fundamental French

Fundamentals of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff



245 French Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. Prerequisite of successful completion of 202 or freshman placement exemption. Limited enrollment of twelve students. Does not count toward the major. To be offered annually, fall term.

Staff

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1982-83.

Staff

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts: representative readings and discussion of outstanding writers and of main literary currents. *Prerequisite:* French 202 or equivalent.

Staff

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* French 202 or equivalent. Alternate years. Offered 1981-82.

Staff

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists and the Surrealists. *Explication de Texte* will be used extensively. Offered 1982-83.

Staff

321 Seventeenth Century Theatre

French drama, comedy and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1981-82.

Mr. Kurth

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1981-82.

Ms. Godman Tannenbaum

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theater. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1982-83.

Staff

325 From Realism to Symbolism

The literary and social aspects of the realist, naturalist, symbolist, and decadent movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Alternate years. Offered 1982-83.

Staff

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. Alternate years. Offered 1982-83.

Staff

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1981-82.

Mr. Lenski

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Belgium, Switzerland, Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in Non-Western culture. Offered 1982-83.

Staff

400 Seminar

An intensive study of a particular aspect of French literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of Department Chairman. Offered every year.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

Staff



SPANISH

101-102 Elementary Spanish

Elements of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have not studied Spanish previously.

Staff

103-104 Fundamental Spanish

Fundamentals of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression and grammar review; readings and discussions of Spanish writing as contact with Hispanic Culture. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in Spanish and Spanish American Literature

Two objectives of skill in reading Spanish prose for comprehension and reading a significant amount of Spanish and Spanish American literature of literary and cultural merit. Conducted in Spanish, these courses differ from Spanish 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 Spanish Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. Prerequisite of successful completion of 202 or freshman placement exemption. Limited enrollment of twelve students. Does not count toward the major. To be offered annually, fall term.

Staff

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

305, 306 History of Spanish Literature: Origins to 1700; 1700 to Present

The development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. 305 Fall 1981; 306 Spring 1982.

Staff

307 History of Spanish-American Literature

Study of the essay, the short story, and especially the poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered Fall 1982.

Staff

310 Spanish Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Spain. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1981-82.

Mrs. Hendrickson

311 Latin American Civilization

A discussion and readings course dealing with the historical, social, artistic, economic, and political aspects of Latin America. Pre-Columbian cultures (Maya, Aztec and Inca), the Conquest, the Colonization and the Independence periods will be examined. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1982-83.

Staff

312 Latin America

A cultural history of Central America, South America, and the Caribbean. The course will deal with Pre-Columbian culture as well as the influences of Spain, Portugal, and the United States. An interdisciplinary course illustrating the dynamics of contemporary culture and society. Fulfills distribution requirement in history, philosophy or religion. No prerequisite. Taught in English. No knowledge of Spanish necessary. Alternate years. Offered 1982-83.

Staff

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course, and much poetry will be read orally and discussed. Alternate years. Offered 1982-83.

Staff



321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1981-82.

Mr. Barriga

322 Theatre of the Golden Age of Spain

Development and characterization of the Spanish Theater with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Alternate years. Offered 1981-82.

Staff

324 Contemporary Spanish-American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1982-83.

Staff

325 Nineteenth Century Spanish Prose

Studies in the essay, short story, and novel of romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1981-82.

Staff

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1982-83.

Staff

400 Seminar

An intensive study of a particular aspect of Spanish or Latin American literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of the Department Chairman. Offered every year.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairman.

SOCIOLOGY AND ANTHROPOLOGY

Professor W. Hook

Associate Professor D. Hinrichs (*Chairman*),

Assistant Professors Emmons, Humphries,

Loveland, and Sobal

Adjunct Instructors Dracha and Lunday

OVERVIEW

Studies in the department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field. Students can also receive a basic orientation to anthropology.

The department averages about 25 majors a year. These majors go on to graduate school in social work, sociology, urban planning, law, communication, law enforcement, criminology, anthropology, health care, theology, and library science and careers in teaching, business and fields related to the graduate programs cited. The department has an active chapter of Alpha Kappa



Delta, the Sociological Honor Society. The faculty is firmly committed to experiential learning and a wide range of internships are available to interested students. Field trips and travel seminars are also an ongoing part of the departmental program. An effective Student-Faculty Liaison Committee operates within the department to provide a means to respond to the particular needs and interests expressed by students.

REQUIREMENTS AND RECOMMENDATIONS

Sociology 101 is normally a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background. Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology. None of these courses may be taken S/U. Additionally, students must select a minimum of three courses from the remaining fall and spring semester departmental offerings except Sociology 301, 450, and 470. One of these three courses may be taken S/U with the consent of the adviser. The department faculty recommend that in selecting electives toward the major, students carefully consider the following courses which are central to the discipline of Sociology: 202, 203, 206. These requirements are effective for students entering Gettysburg College as freshmen in September 1979. Those majors who are interested in pursuing an Anthropology concentration, may substitute, after consultation with the adviser and department chairman, certain courses taken at Franklin and Marshall College in Anthropology for Sociology 303, 304, or 400.

In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Sociology 450, 460 and J 90 in January; field work application or direct experience; and other opportunities to expand specialized interests. Sociology 460 or J 90 is a requirement for departmental honors, and students who want to

be considered for honors should enroll in 460 or J 90 in addition to the six required courses listed above. Students are expected to take the Graduate Record Exam in Sociology (of the Educational Testing Service) which is administered by the department in the spring semester of the senior year.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 174 is recommended as preparation for graduate study in sociology.

DISTRIBUTION REQUIREMENTS

All fall and spring semester courses except Sociology 204, 301, 302, 303 and Anthropology 102 may be used toward fulfilling distribution requirements in social science. All courses in Anthropology except Anthropology 102 may be used to meet the Non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies and the development of principles and basic concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

Survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties. An ongoing analysis of issues in the news is included.

Mr. Emmons

202 Wealth, Power and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.

Mr. Emmons

203 Population

Analysis of the human population, its distribution, and growth from the perspective of demographic theory. Topics include: theories of population growth, mortality, fertility, migration, over-population, and human ecology. Alternates with Sociology 208. Offered 1982-83.

Mr. Sobal



204 The Sociology of Popular Culture

Analysis of popular culture as a reflection of society, a factor in socialization, and an economic institution. Topics include: rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising. Does not fulfill distribution requirement in social science.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include: definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems and victimology are also examined.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective with a major emphasis on urban areas. Topics include: historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems. Alternates with Sociology 203. Offered in 1981-82.

Mr. Sobal

209 Racial and Ethnic Relations in America

Comprehensive study of ethnic and minority relations with case studies of black Americans, white Protestant Americans, American Indians, and Chinese Americans. Discussion topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community.

Mr. Emmons

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, child abuse, and skid row.

Mr. Hinrichs

221 World Urbanization and Development

Examination of social and economic development within the context of world urbanization. There will be an evaluation of the different theories advanced to explain socio-economic development and the growth of cities. Urbanization and cities in developed and developing countries will be compared and contrasted. *Prerequisite:* Sociology 101.

Staff

301 Sociology of Social Welfare

Discussion of the development of social work philosophy and practice with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in casework, group work, and community organization. Special areas of social work practices are examined. Does not fulfill distribution requirement in social science. Does not count toward the nine courses required for the major.

Mr. Dracha

302 Sociological Research Methodology

Examination of the research process, including planning and designing research and methods of collecting data. Fundamental issues of sampling, measurement, causality, and ethics will be considered for several techniques including survey research, participant observation, content analysis, and experiments. Does not fulfill distribution requirement in social science.

Mr. Sobal

**303 Data Analysis and Statistics**

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Does not fulfill distribution requirement in social science.

Mr. Sobal

304 The Development of Sociological Theory

Examination of the ideas and important contributions of selected theorists in the development of sociological thought. Special emphasis is given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of one sociological topic under the direction of a member of the Department. The particular seminar topics for each semester will be announced prior to pre-registration for the next academic year. The seminar is intended primarily for senior majors, but is open in special cases to juniors or well-qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only.

Staff

ANTHROPOLOGY**102 Introduction to Bio-Cultural Anthropology**

Survey of the major biological and cultural changes comprising human evolution. Topics discussed include: evolutionary theory, primatology, human paleontology, archaeology, old and new world prehistory, hunter-gatherers, sociobiology and race. Does not fulfill distribution requirement in social science or Non-Western studies.

Mr. Loveland

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions utilizing a series of ethnographies of non-western cultures at different evolutionary levels. The concepts, methods, theories and history of the discipline will be discussed.

Mr. Loveland

211 Native Americans: A Survey of Amerindian Cultures

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present day situation of Native Americans will be discussed.

Mr. Loveland

215 Culture and Personality

Examination of the influence of culture in shaping the personality of the individuals in non-western societies. The course will include the following: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized. Alternates with Anthropology 220. Offered in 1981-82.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures.

Mr. Loveland

220 World Cultures

Comparative analysis of societies in different areas of the world with respect to a particular problem. The current focus of the course is the technology, environment, and social-cultural organization in hunter-gatherers. Ethnographic examples used in the course include: the Bushmen, Ona, Ainu, Eskimo, Australian Aborigines, and Iq. Alternates with Anthropology 215. Offered in 1982-83.

Mr. Loveland

SPANISH—SEE ROMANCE LANGUAGES AND LITERATURES



GETTYSBURG

Campus Life

11

Pupils under 15 years of age are placed under the immediate supervision of one of the teachers during the hours both of study and recreation.

The College Library, to which the Students have access, is well selected, and regularly increased by annual appropriations of funds for that purpose. Libraries have also been formed by the Literary Societies.

There is a respectable and increasing *Cabinet of Minerals*, also a *Lyceum* containing collections in Natural History.

A *Reading-Room*, containing some of the most valuable Journals and Magazines of the day, is open to subscribers during hours of recreation.

In addition to the familiar lectures now delivered weekly, during the season, on Botany, Mineralogy, Geology, Anatomy and Physiology, lectures will be delivered by the Professors, on subjects of general interest in Science and Literature.

Religious Exercises.

Prayers are attended in the Chapel every morning and evening, one of the Faculty officiating and all the Students being required to be present. The Students are also required to attend public worship on the Sabbath in a church of which the Institution has the use for the occasion, unless they bring written requests from their parents or guardians, specifying the particular congregation with which they wish them to worship.

They are also required to attend a Biblical recitation conducted by the President and Principal of the Preparatory Department.

Situation, College Edifice, &c.

Gettysburg is within sight of the South Mountain, a branch of the Blue Ridge, in one of the healthiest districts of Pennsylvania. It is one of the best and most travelled routes between Philadelphia and Pittsburg, being 114 miles distant from the



INTRODUCTION TO THE CAMPUS LIFE PROGRAM

The campus life program of Gettysburg College, like the academic program, is directed toward the single purpose of enhancing the student's liberal education. The academic program is indeed central, but the residential, religious life, and extracurricular programs provide for the fullness of experience that gives added meaning to the academic. This commitment to fullness of experience means that the entire campus community—faculty, students, and administration—share a concern for, and involvement in, the campus life program.

LIVING ACCOMMODATIONS

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community (except married students and students living with their families) are required to live in a College residence hall or fraternity unless they have special permission from the Office of the Dean of Student Life and Educational Services to live in off-campus housing. Recently the percentages of students, by class, living in various types of housing were:

	Women	
	On Campus	Off Campus
Freshmen	100%	0%
Sophomores	99%	1%
Juniors	82%	18%
Seniors	39%	61%

	Men		
	On Campus	Off Campus	Fraternities
Freshmen	100%	0%	0%
Sophomores	50%	4%	46%
Juniors	31%	23%	46%
Seniors	13%	40%	47%

RESIDENCE HALLS

The majority of students at Gettysburg College live in College residence halls. Carefully selected student resident advisers and residence coordinators work closely with these students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. Students are encouraged to take responsibility for residence hall governance. Students work with faculty members and members of the administration in setting the regulations which apply to all College residences.

The College offers a variety of residential options, including opportunities for special interest housing for those students who wish to live together and work on a project of mutual interest throughout the academic year. There are both large and small residential units. Some house freshman men or women only; others house men or women of all classes. Some house men and women on alternate floors. Most student rooms are arranged for double occupancy. There are a few singles and some large enough to accommodate three or four persons. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Gordon-Davis Linen Supply Company, rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in rooms.

FRATERNITY HOUSES

On and surrounding the Gettysburg College campus, there are eleven fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.



DINING ACCOMMODATIONS

All freshman and sophomore students must take their meals at the College Dining Hall with the exceptions of those living at home and of fraternity members and pledges who may choose to take their meals in fraternity houses. Juniors and seniors have the option of taking their meals in the Dining Hall on an individual meal or term basis or they may eat elsewhere.

RELIGIOUS LIFE AND CHAPEL COUNCIL

A major source of vitality at Gettysburg College is the people and programs of the Chapel and the Chapel Council. Though completely voluntary, a comprehensive Chapel program attracts students and faculty members holding a variety of religious commitments and is designed to provide opportunities appropriate to their needs and desires. One of the objectives of the College is to make it possible for students to grow in the understanding and practice of their own religious tradition, to appreciate the religious traditions of others, and to understand the relationships between faith and reason.

Corporate worship is a part of the Chapel's program; students from a variety of traditions worship in Christ Chapel each Sunday. The service is led by the College Chaplains and the Chapel Choir. There is a Roman Catholic Mass on campus each Saturday evening and a Quaker service in the Planetarium every Sunday morning. The Churches in the community also welcome students, and their pastors participate in the on-campus Chapel programs. Smaller groups of students participate in an informal service on Monday evening; in a half-hour Communion on Wednesday evenings; and in Morning Light, a brief service of reading, prayer, silence and music each weekday morning before classes.

The Chapel Council, composed of 40 students representing the four college classes and all student committees, meets weekly to coordinate many programs. The *Tutorial Program* provides tutors for pupils in the local schools; 100 students participate in this program each year. The *Chapel Lecture Committee* sponsors outstanding speakers and films on both religious and social issues, and it supports a short term "Visiting Theologian" and "Student Lecture Series".

Each January the Council sponsors a *New York Field Trip* to investigate the work of the Church in an urban environment and, jointly with the Sociology Department, regularly sponsors *Awareness Trips*. Recent trips have included a visit to Appalachia, another to John's Island, South Carolina, and a month long January Term expedition into the South to investigate social change. *Bible Study* is held each week throughout the year. *Junto*, a journal of student opinion, is published regularly by the Council.

Communities of Risk are groups of ten students and a resource person committed to an exploration of ways of being human. Each *COR* group meets for one overnight a week for a semester at the Dean's Conference House. *Search* is a common interest group composed of ten students who desire to explore the meaning of Christian community. *Chai* is a common interest group for persons interested in Jewish culture that meets for social activities and a deeper understanding of Judaism. *Inter-Varsity* and *Fellowship of Christian Athletes* meet weekly for fellowship and renewal.

Pre-Seminary Students gather each month to hear speakers and discuss their professional goals. The *Community Services Program* involves 100 students in visitation at local homes and institutions for the aged and physically and mentally handicapped, and is the on-campus liaison for the community *Big Brother/Sister Program*. Ad hoc groups of students concerned with social justice, world community, and human rights issues are sponsored and supported by the Council throughout the year.

The Chaplains also administer a program of *Service/Work/Study Internships* during the January Term utilizing the world wide structure of the Lutheran Church in America. Last year more than 48 students were placed in such internships.

Through these programs, and the personal counseling done by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Consequently, the student



who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life and Educational Services. Several of these are listed below for the benefit of prospective students.

Alcohol Policy Gettysburg College does not encourage the use of alcoholic beverages by students. In compliance with current Pennsylvania laws, the College does not approve the consumption of alcohol by students (or their guests) who are under the age of 21, on or off the campus.

Although it is neither possible nor legal for the College administration to police all of its premises at all times, the Student Life Council and the administration will effect reasonable guidelines to assure that students are aware of their legal obligations, and that inappropriate behavior related to the furnishing or consumption of alcoholic beverages results in appropriate disciplinary proceedings and penalties.

On-campus drinking is limited to residential living units and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is cause for disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, visitation in private quarters of residence halls is limited to the following hours:

Sunday-Thursday 10:00 A.M.-12:00 midnight
 Friday 10:00 A.M.- 2:00 A.M.
 Saturday 10:00 A.M.- 2:00 A.M.

Any living unit (residence hall floor, cottage, or fraternity) may further limit the "open" hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place at any time the living unit is open in designated public areas of all residences.

STUDENT GOVERNMENT

The faculty and administration believe that the College should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections. Some of the more important College agencies which involve students are described in the paragraphs which follow.

Student Life Council The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to



student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council's decisions are reviewed by the President and, at the President's discretion, by the Board of Trustees prior to implementation.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate also nominates students for service on certain committees of the Board of Trustees. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and works with other College groups to plan such campus activities as Homecoming. Another important function of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

The Honor Commission The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the staff of the office of Student Life and Educational Services. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is cul-

minated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Student Life and Educational Services.

Student Conduct Review Board This committee handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives of the Interfraternity Council and Panhellenic Council, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of the President and one representative and one alternate from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures Through a lecture program, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:



The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former Chairman of the Chemistry Department, supports an annual three-day visit by a renowned scientist to the Chemistry Department.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

PERFORMING ARTS

The College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir, which has received international recognition, appears at special services and

gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. Choir members are selected through auditions for voice quality, trueness of ear, and musical feeling.

Chapel Choir The Chapel Choir performs at chapel services, special services, and concerts during the year. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Women's Chorus A group, chosen by audition, that performs the repertoire of choral music for women.

Band The Gettysburg College Band opens its season with a marching band camp in preparation for performances at football games, pep rallies, parades, and convocations. The Band also hosts an annual High School Band Day at a home football game.

At the conclusion of marching band season symphonic band rehearsals begin. Besides home concerts, an annual tour is taken to nearby communities and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble, and saxophone quartet are open for membership to Band members and meet on a weekly basis.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Under the direction of the Director of Dramatics, each year this group offers four major productions. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre. The Players tour at least one production annually to regional high schools and colleges.

Laboratory Theatre Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights.

Otherstage In addition to sharing the facilities of the black box Studio Theatre with Lab, this troupe performs its short plays at other areas both on campus and in the community. Their work



encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

The CPC Summer Theatre Practicum This is an offering of the Central Pennsylvania Consortium, housed on the Gettysburg Campus. While offering cultural stimulation to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum, a college credit course whose members serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Artist in Residence During the year, usually in the January Term, the College has one or more Artists in Residence on the campus. These are drawn from the fields of music, theatre, and dance. An Artist in Residence works with students in demonstrating the skills and craft of the creative performing artist.

STUDENT COMMUNICATION MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen early in the fall term.

WZBT The College radio station (90.3 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

STUDENT ORGANIZATIONS AND ACTIVITIES

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study and a distinguished academic record. Gettysburg College faculty members and administrators who belong to Phi Beta Kappa elect students to the Gettysburg Chapter.

DEPARTMENTAL, PROFESSIONAL, AND HONORARY SOCIETIES

Alpha Kappa Delta: national sociological honor society

Alpha Phi Omega: service fraternity

Alpha Psi Omega: National dramatic honor fraternity

American Marketing Association: organization for students interested in economics and business administration



Association of The U.S. Army: national military professional organization

Beta Beta Beta: national honorary society for students of biology

Delta Phi Alpha: German language society

Eta Sigma Phi: undergraduate fraternity for students of the classics

Hispanic Culture Society

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: music fraternity

Phi Sigma Iota: national foreign language honorary

Physical Education Majors Club

Pi Lambda Sigma: fraternity for majors in political science, business administration, and economics

Psi Chi: national honorary society for students of psychology

Sceptical Chymists: organization of students in chemistry

Sigma Alpha Iota: music fraternity

Society for Collegiate Journalists

Sociology Club

Society for Physics Students: student section of the professional society, affiliated with the American Institute of Physics; open to all students interested in physics.

Social Fraternities and Sororities On the Gettysburg College campus there are eleven men's social fraternities and seven women's sororities. All of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place at the beginning of the spring term. Each of these groups recognizes that the primary purpose of the College is academic; thus, each fraternal group encourages good scholarship.

WOMEN'S SORORITIES

Alpha Delta Pi	Chi Omega	Gamma Phi Beta
Alpha Xi Delta	Delta Gamma	Sigma Kappa
		Sigma Sigma Sigma

MEN'S FRATERNITIES

Alpha Chi Rho	Phi Gamma	Sigma Chi
Alpha Tau	Delta	Sigma Nu
Omega	Phi Kappa Psi	Tau Kappa
Lambda Chi	Phi Sigma Kappa	Epsilon
Alpha		Theta Chi
Phi Delta Theta		

COLLEGE UNION

College life is not solely a series of treks from the classroom to the dorm to the cafeteria and back to the dorm again. A chance to relax, to enjoy some light entertainment, to get a cup of coffee, or to share conversation with friends, faculty, and administrators in an informal atmosphere is available at the College Union. For student use and enjoyment the College Union provides the following facilities:

INFORMATION DESK—

BULLET HOLE—available for a snack or a break from routine meals

BOOKSTORE—a student-oriented store, moderately priced; open Monday-Friday 9-5

CRAFT CENTER—located in the basement of Plank Gym, the center offers the opportunity to experiment with new crafts such as pottery, jewelry, batik, macrame, and photography

GAMES ROOM—offers pinball, billiards, air hockey, electronic tennis

GANGPLANK—a place to study, socialize, listen to a jukebox or watch the Marx Brothers movies while munching on snacks and drinking sodas. Located in the Plank Gym. It's open T, Th, F, Sat. evenings from 6-11

DARK ROOM—for student use only; under supervision of Photography Club

BALLROOM—seats 2,000 and is the scene of dances, concerts, plays, and lectures

TABLE TENNIS AND SHUFFLEBOARD—located in rear ballroom

SWIMMING POOL

BOWLING LANES

READING LOUNGE

TELEVISION LOUNGE

ART GALLERY—located in upstairs lounge

DISPLAY SHOWCASES

MEETING ROOMS

STUDENT GOVERNMENT

OFFICES

COLLEGE UNION BOARD OFFICE

RADIO STATION—WZBT, 90.3 on your dial

RECORD LISTENING ROOMS

BLACK STUDENT UNION

EMERGENCY PHONE SYSTEM

At the College Union Information Desk alone, the College Union professional and student staff provide the following services:

CAMPUS AND COMMUNITY INFORMATION
TRAVEL INFORMATION
XEROX AND MIMEOGRAPHING SERVICES

CAMPING EQUIPMENT, BIKE RENTALS
CAMPUS DIRECTORY FILE
CAMPUS MAPS
FILM PASSES AND TICKET SALES



LOST AND FOUND
SIGN PRESS FOR
PUBLICITY & POSTERS
LOCK RENTAL FOR
LOCKER ROOMS
NEWSPAPERS (subscriptions)

GAMES EQUIPMENT
RENTAL
MEETING ROOM
RESERVATIONS (through
Scheduling Coordinator)
CHANGE SERVICE

In the area around the Information Desk the following additional services are available:

WEEKLY CALENDAR OF EVENTS—a list of activities occurring on campus during the week

BULLETIN BOARDS—organizational space may be arranged through the Scheduling Coordinator

RIDE AND EXCHANGE BOARD—a service designed to make finding transportation easier

POTPOURRI—a daily sheet of news shorts created and typed by students

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs, initiated by the student-composed College Union Board, reflect the Union's philosophy and goal to provide meaningful and enjoyable recreational, social, and cultural opportunities to complement the overall educational experience of being a student at Gettysburg College.

COLLEGE UNION HOURS:

Monday thru Friday	8 a.m. – midnight
Saturday	8 a.m. – 1 a.m.
Sunday	noon - midnight

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for

which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Football Soccer Cross Country	Field Hockey Volleyball Cross Country	
Winter	Basketball Swimming Wrestling	Basketball Swimming	Rifle
Spring	Lacrosse Tennis	Lacrosse Softball Tennis	Baseball Golf Track and Field

There is also an informal club for women in track and field. Some intercollegiate competition is available in this sport.

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike racing, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

STUDENT SERVICES

Deans' Offices The Office of the Dean of Student Life and Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems. Other Deans located in the same area of Pennsylvania Hall, assist students with housing and fraternity and sorority matters. They frequently are also concerned with questions of discipline.



The Dean of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate and Assistant Deans of the College supply information concerning January Term programs, medical and dental school admission requirements and affirmative action.

Student Health Service The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A twenty-six bed health center is staffed twenty-four hours daily by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or the physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

COUNSELING SERVICES

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff offer a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the College's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and

roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student's learning to understand herself or himself better.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their relationships on campus and assist them when they leave Gettysburg. Groups that are regularly offered are Communicating Confidence (Assertiveness Training), My Partner and Me (Communication Skills for "Committed" Couples), Relax and Take It Easy, Study Skills, and Slim Chance in a Fat World. Other group experiences are created based on campus need and interest.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

All Counseling Service activities are free and are available to Gettysburg College students. It is the Counseling staff's desire that their services complement the College's academic program and their hope that for some students they will be an integral part of their educational experience.

CAREER SERVICES OFFICE

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the campus community. Relatedly, the office provides a variety of programs and services to support students in the planning and implementation of the next step after graduation. Group-based sessions covering topics such as career planning, job hunting techniques, and resume writing are offered regularly, and individual assistance is also available. A library of career information, including employer literature, graduate school directories, and self-instructional materials is



maintained for students' use. Seniors may take advantage of interview opportunities provided by employer and graduate school representatives who visit the campus annually.

All students are encouraged to become involved with the career services program early in their college careers to learn more about both the relationship between the liberal arts and career development and some means of working toward a satisfying post-graduation involvement.

FINANCIAL AID

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

FACILITIES

Gettysburg College has a 200 acre campus with 44 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837, to the new Musselman Library/Learning Resources Center. A campus map appears on page 126.

Academic Facilities

The Library The College library collection is housed in the Musselman Library/Learning Resource Center, completed in 1981, and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 255,000 volumes, 34,000 microforms, 32,000 governmental publications, 10,000 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to about 1,100 journals.

The Open Door is a leaflet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Brua Hall	Music	Studios and Recital Hall
Classics Building	Classics	
Glatfelter Hall	Economics and Business Administration English and Religion	Theatre Laboratory Studio Computer Center
McKnight Hall	German and Russian Romance Languages	Language Laboratory
Schmucker Hall	Art and Music	
Stahley Hall	Education and Mathematics	
Weidensall Hall	History and Philosophy	
West Building	Military Science	
White House	Political Science	

Science Facilities

<i>Building</i>	<i>Academic Departments</i>	<i>Special Features</i>
Breidenbaugh	Chemistry	
Masters	Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology, Psychology Sociology and Anthropology	Electron Microscopes Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 6800 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts and a 1/11 mile Chem-turf track. In addition there is a

(continued on p. 128)



CAMPUS MAP

ADMINISTRATION OFFICES

Location

President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Career Services	Pennsylvania
College Relations	Pennsylvania
Counseling Services	Pennsylvania
Dean of the College	Pennsylvania
Dean of Student Life and	
Educational Services	Pennsylvania
Development	Pennsylvania
Librarian	Musselman Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

ACADEMIC AREAS

Art	Christ Chapel, Schmucker
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed.	Bream Gym, Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Military Science	West
Music	Brua, Schmucker
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary

Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter
Theatre Arts	Glatfelter

RESIDENCE HALLS

MEN

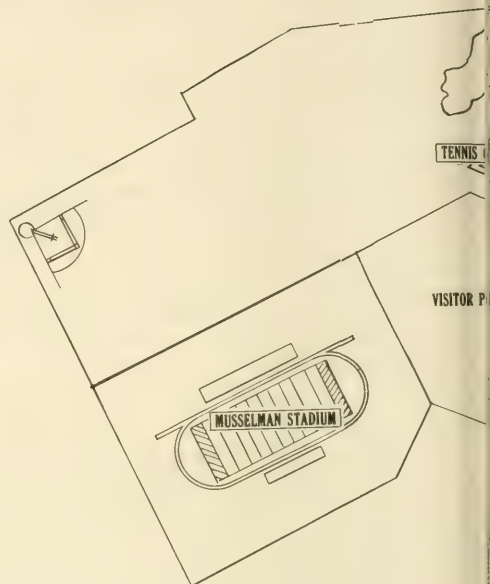
Apple
Apple Annex
Musselman
Patrick
Paul
Rice

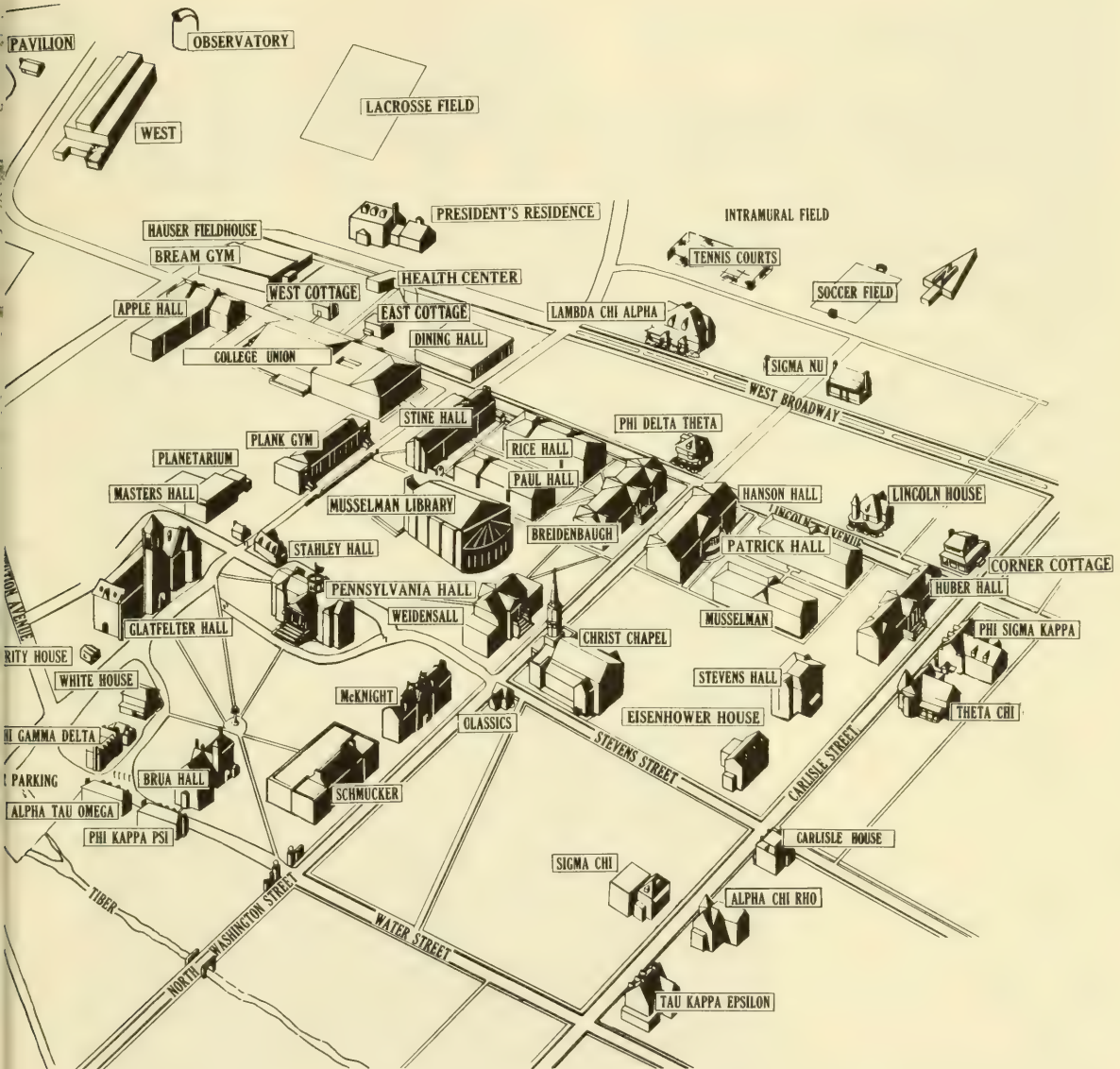
WOMEN

Apple
Apple Annex
Hanson
Huber
Musselman
Patrick
Rice
Stevens
Stine

Services

Bookstore	College Union
Health Service	Health Center
Post Office	Plank Gym
Snack Bar	College Union







swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Living and Dining Facilities

See Living Accommodations on p. 116.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, after complete renovation, was rededicated in 1970 and now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the residence of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Deans' Conference House, which is used for small group meetings.

GETTYSBURG

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consisting of a central building and two wings, with end projections, front and rear. Whole length 150 feet. The building is four stories high, of brick painted white, making a very imposing appearance. It is well aired by a spacious hall and passages on every floor, the whole length of the building. It will contain 80 apartments when finished. The rooms now completed are appropriated to the Steward's family and a refectory in the basement, above are the President's rooms, the Chapel, Library, Recitation-rooms, rooms for the Literary Societies, and chambers for the accommodation of 32 Students. When fully completed, as it is hoped it will be very soon, this edifice will room and lodge 120 Students comfortably, and afford apartments for all other purposes specified above. All the members of the College are required to room in the building, except in special cases.

Expenses.

Board in the College commons amounts to \$1 75 per week. Those preparing for the Theological Seminary can obtain board in the Seminary edifice at \$1 50 per week. In town it varies from the prices just mentioned to \$2 50 per week. Washing may be had at \$1 00 per month. Room-rent \$10 a year.

Tuition is \$18 00 for the Winter, and \$2 00 for the Summer session. In accordance with this, the expenses of the year will vary from 100 to 150 dollars per annum. Of course a great deal will depend upon habits of economy. According to a resolution of the State Legislature the Institution is bound to furnish tuition to fifteen young men, preparing themselves as teachers of common schools, if so many apply. They therefore invite young men of this character to avail themselves of the liberality of the State.

Vacations.

There are two vacations in the year, commencing on the third Thursday of April and September, and each of *six weeks* continuance for the College, and *four* for the Preparatory De-

Admissions, Expenses, and Financial Aid



ADMISSION POLICY

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these

be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$20 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the college of his or her first choice, may submit an application for Early Decision acceptance. The application must be received by November 15 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Those students submitting applications for Early Decision who are not offered acceptance in December will automatically be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present



applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of three or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school

records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

COMPREHENSIVE ACADEMIC FEE PLAN

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain Health and Physical Education activity courses, some private



lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$500 per course or \$147 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1981-82	\$5300
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BOARD

College Dining Hall (21 meals per week)	\$1000
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ROOM RENTS

Costs for all College living facilities	\$ 900
Single rooms	\$1100

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

Comprehensive Academic Fee	\$5300
Board	\$1000
Dormitory Room	\$ 900
Books and Supplies	<u>\$ 200</u>
	\$7400

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the Bookstore is operated on a cash basis, students should be provided with \$200 each year to purchase books and supplies.

SPECIAL STUDENT FEES

Any student who is not a candidate for a degree will be charged at the rate of \$500 per course or \$147 per quarter course.

PAYMENT OF BILLS

Checks should be made payable to Gettysburg College and sent to the *Bursar, Gettysburg College, Gettysburg, PA 17325* by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on **August 15** and the second due and payable on **January 10**. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms.

Of the advanced payment of \$200 made under either the early or regular acceptance plans, \$100 is credited to the first term bill and the remaining \$100 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages for as long as the student is in attendance. If the reserve deposit falls below \$50, replenishment will be required.

Every continuing student in the College is required to pay a fee of \$100.00 by April 1. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration. The College reserves the right to implement a late charge on accounts not paid by the due date.

VETERANS' ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

INSURED TUITION PLAN

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan



covering four years of College expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301 and Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. plan information to all new students around June 1st of each year.

BOARD

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

HOUSING POLICY

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life and Educational Services. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

REFUND POLICY

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life and Educational Services.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question (excluding January Term where appropriate).

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one half of the period covered by the half year bill	No Refund



Note: January Term withdrawals for reasons stated above:

Withdrawal in first half of January Term	100% refund 2nd half-year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

A student who voluntarily withdraws by October 5th of the Fall Term or by March 5th of the Spring Term is entitled to a 25% refund of tuition for that term's billing. There is no refund of tuition for voluntary withdrawal during January Term.

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Reduction of financial aid obligations and advances will receive priority in the payment of refund. The unused reserve deposit balance will be refunded upon the student's graduation or withdrawal, provided the student has no outstanding loans or debts to the institution.

ACCIDENT INSURANCE

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

PERSONAL PROPERTY INSURANCE

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

STUDENT FINANCIAL AID

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Financial Aid Form and supplement found on the reverse side. All Financial Aid Forms should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U. S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward the Financial Aid Form and supplement to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and should request his or



her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded by a faculty committee in the form of grants, loans or a combination of these. All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately one-fourth of the students receive financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Student Life and Educational Services, and on the reverse side of the Notification of Financial Aid.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID) STUDENT AID

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland;



second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably pre-ministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926-1969, is awarded to a needy and deserving male scholar-athlete.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush '73 is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of

Adams County, Pennsylvania or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert, a graduate of the Class of 1965, by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or



majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazleton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elsie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.



The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students determined to be in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving



student, preference given to a student in business administration whose interests are in retailing.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz

McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

LOAN FUNDS FOR STUDENTS

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

OTHER AID FOR STUDENTS

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholar-



ship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Aero Oil Company Scholarship: The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Presser Foundation Scholarship: An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Basic Educational Opportunity Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship: An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan.

GETTYSBURG

Register

BOARD OF TRUSTEES.

REV. BENJAMIN KURTZ, President of the Board, Baltimore.
DR. DAVID GILBERT, Secretary of the Board, Gettysburg, Pa.
MR. JNO. B. M'PHERSON, Treasurer, Gettysburg, Pa.
HON. CALVIN BLYTHE, Harrisburg, Pa.
REV. J. G. SCHMUCKER, D. D. York, Pa.
HON. DANIEL SHEFFER, Petersburg, Pa.
REV. JOHN C. BAKER, D. D. Lancaster, Pa.
REV. S. S. SCHMUCKER, S. T. P. D. D. Gettysburg, Pa.
REV. J. RUTHRAUFF, Lebanon, Pa.
REV. J. MEDTART, Philadelphia, Pa.
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REV. WILLIAM ERNST, Lebanon, Pa.
THADDEUS STEVENS, Esq. Gettysburg, Pa.
GEN. T. C. MILLER, Gettysburg, Pa.
J. F. M'Farlane, Esq. Gettysburg, Pa.
REV. A. RECK, Indianapolis, Indiana.
REV. DANIEL GOTTWALD, Petersburg, Pa.
MR. R. G. HARPER, Gettysburg, Pa.
REV. AUGUSTUS H. LOCHMAN, York, Pa.

Two vacancies.

BOARD OF TRUSTEES¹**LAVERN H. BRENNEMAN** (1962–1974)(1976)*Chairman*

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President. The Johnson Companies,

Philadelphia, Pennsylvania

ROBERT D. HANSON (1974)*Secretary*

Attorney. Harrisburg, Pennsylvania

JAMES G. APPLE (1978)

Vice President. Butter Krust Baking Company,

Sunbury, Pennsylvania

***JOHN A. APPLE** (1953–1964)(1964–1977)

President. Butter Krust Baking Company,

Sunbury, Pennsylvania

JOHN H. BAUM (1976)

Publisher and Vice President.

The Patriot-News Company,

Harrisburg, Pennsylvania

CLYDE O. BLACK II (1980)*Alumni Trustee*

Attorney. Hollidaysburg, Pennsylvania

MARGARET H. BLANCHARD (1979)*Alumni Trustee*

Development Microbiologist.

American Cyanamid Company,

Pearl River, New York

HAROLD BRAYMAN (1969)

Wilmington, Delaware

HENRY T. BREAM (1972)

Gettysburg, Pennsylvania

ALBERT R. BURKHARDT (1970)*Maryland Synod Trustee*

Pastor. First Lutheran Church,

Ellicott City, Maryland

RALPH W. COX (1972)

Manager. Connecticut General

Life Insurance Company,

Philadelphia, Pennsylvania

ROBERT E. DAVIS (1980)

Chairman, President and

Chief Executive Officer.

Thiokol Corporation,

Newtown, Pennsylvania

GEORGE F. DIXON, JR. (1978)

Chairman of the Board.

Carlisle Corporation,

Carlisle, Pennsylvania

GUY S. EDMISTON (1977)*Central Pennsylvania Synod Trustee*

Secretary. Central Pennsylvania Synod,

Harrisburg, Pennsylvania

CHARLES H. FALKLER (1973)

Senior Vice President and Regional

Administrator. Hamilton Bank,

York, Pennsylvania

PAUL L. FOLKEMER (1973)*Maryland Synod Trustee*

Folkemer Photo Service,

Ellicott City, Maryland

CHARLES E. GLASSICK (1977) *ex-officio*

President. Gettysburg College,

Gettysburg, Pennsylvania

HENRY W. GRAYBILL, JR. (1977)*Alumni Trustee*

Executive Vice President.

Mutual Inspection Bureau,

Harrisburg, Pennsylvania

ANGELINE F. HAINES (1973)

Lutherville, Maryland

***JOHN A. HAUSER** (1967–1979)

Biglerville, Pennsylvania

**EUGENE D. HUG (1979)**

President and Chief Executive
Phoenix Steel Corporation,
Claymont, Delaware

JUDITH W. KIP (1974)

Wyncote, Pennsylvania

EUGENE R. KLINE (1980)

Vice President - Public Affairs.
Bethlehem Steel Corporation,
Bethlehem, Pennsylvania

HOWARD J. McCARNEY (1958-1960)(1966)
ex-officio

Bishop. Central Pennsylvania Synod,
Lutheran Church in America,
Harrisburg, Pennsylvania

G. THOMAS MILLER (1963-1967)(1975)

Central Pennsylvania Synod Trustee
Attorney. Harrisburg, Pennsylvania

RAMON R. NAUS (1975)

Chairman of the Board.
Naus and Newlyn, Inc.,
Philadelphia, Pennsylvania

PATRICK F. NOONAN (1978)

Alumni Trustee
Immediate Past President.
The Nature Conservancy,
Arlington, Virginia

THOMAS C. NORRIS (1974)

President and Chief Executive Officer.
P. H. Glatfelter Company,
Spring Grove, Pennsylvania

PAUL M. ORSO (1968) ex-officio

Bishop. Maryland Synod,
Lutheran Church in America,
Baltimore, Maryland

JAMES A. PERROTT (1975)

Alumni Trustee
Judge. Baltimore, Maryland

A. N. PRITZKER (1981)

Vice Chairman of the Board.
Hyatt Corporation,
Chicago, Illinois

***PAUL H. RHOADS (1960-1972)**

Attorney. Harrisburg, Pennsylvania

***JOHN S. RICE (1939-1968)(1969-1972)**

Former Ambassador to the Netherlands.
Ft. Lauderdale, Florida

MURIEL L. RICE (1979)

Gettysburg, Pennsylvania

C. B. ROGERS, JR. (1979)

Group Executive and Senior Vice President.
IBM Corporation,
White Plains, New York

CARROLL W. ROYSTON (1973)

Attorney. Towson, Maryland

SAMUEL A. SCHRECKENGAUST, JR. (1973)

Of Counsel.
Hershey Foods Corporation,
Hershey, Pennsylvania

ARLINE SHANNON (1981)

Central Pennsylvania Synod Trustee
Lititz, Pennsylvania

***WILLIAM H. B. STEVENS (1959-1971)**

Gettysburg, Pennsylvania

***F. WILLIAM SUNDERMAN, M.D. (1967-1979)**

Director. Institute for Clinical Sciences,
Philadelphia, Pennsylvania

DONALD M. SWOPE (1977)

Attorney. Gettysburg, Pennsylvania

JAMES I. TARMAN (1978)

Alumni Trustee
Associate Director of Athletics
and Assistant to the Dean.
Pennsylvania State University,
University Park, Pennsylvania

CHARLES W. WOLF (1970)

Attorney. Gettysburg, Pennsylvania

EARL W. ZELLERS (1979)

Central Pennsylvania Synod Trustee
Pastor. St. Mark's Lutheran Church,
Annville, Pennsylvania

The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

*Honorary Life Trustee

**ADMINISTRATION****(1980-81 Academic Year)****Charles E. Glassick** 1977-

President and Professor of Chemistry
 B.S., Franklin and Marshall College; M.A., Ph.D.,
 Princeton University; D.Sc., University of
 Richmond

Allan C. Carlson 1979-

Assistant to the President
 A.B., Augustana College (Illinois); Ph.D., Ohio
 University

David J. Cowan 1965-

ACE Fellow in Academic Administration
 B.S., M.A., Ph.D., University of Texas

Karl J. Mattson 1977-

Chaplain
 B.A., Augustana College (Illinois); B.D.,
 Augustana Theological Seminary; S.T.M., Yale
 Divinity School

Harold A. Dunkelberger 1950-

Director of Church Relations and
 Professor of Religion
 B.A., Gettysburg College; B.D., Lutheran
 Theological Seminary, Gettysburg; Ph.D.,
 Columbia University; D.D., Susquehanna Uni-
 versity

David B. Potts 1979-

Dean of the College and Professor of History
 B.A., Wesleyan University; M.A., Ph.D.,
 Harvard University

Ethel Beach-Viti 1978-

Assistant Dean of the College and Assistant
 Professor of Romance Languages
 B.A., University of Montevallo;
 M.A., Ph.D., Duke University

G. Ronald Couchman 1967-

Assistant Dean of the College and Registrar
 B.A., Gettysburg College

Robert C. Nordvall 1972-

Associate Dean of the College
 B.A., DePauw University; J.D., Harvard Law
 School; Ed.D., Indiana University

Richard K. Wood 1969-

Director of Computer Facilities
 B.A., Earlham College; M.S. (2), University of
 Wisconsin

Kim S. Breighner 1975-

Computer Operator
 A.S., York College of Pennsylvania

Barbara J. Henderson 1978-

Coordinator of Administrative Computing
 B.A., University of Colorado; M.A., Indiana
 University

John Tate 1979-

Administrative Systems Analyst
 B.A., Carnegie-Mellon University

William Wilson 1979-

Coordinator of Academic Computing
 B.A., Gettysburg College; M.A., Ph.D.,
 University of Connecticut

Delwin K. Gustafson 1967-

Director of Admissions
 B.A., Augustana College (Illinois); J.D.,
 University of Nebraska

Daniel A. Dundon 1972-

Associate Director of Admissions
 B.A., State University of New York at Buffalo;
 M.A., Eastern Michigan University

Lynne M. Basler 1980-

Admissions Counselor
 B.S., St. Lawrence University

Janet Frick 1980-

Admissions Counselor
 B.A., Gettysburg College

Jean LeGros 1978-

Admissions Counselor
 B.A., Gettysburg College

James A. M. Zarrella 1980-

Admissions Counselor
 B.A., Gettysburg College

James H. Richards 1974-

Librarian
 B.A., Wesleyan University, B.S.L.S., Columbia
 University; M.A., Wesleyan University

Mary G. Burel 1970-

Acquisitions Librarian
 B.A., University of Oklahoma; M.S.L.S., Florida
 State University

David T. Hedrick 1972-

Audio Visual Librarian
 B.A., Emory and Henry College; M.A.,
 University of Denver

Gwen Hepner 1978-

Catalogue Librarian
 B.S., M.S.L.S., Shippensburg State College



- Dwight A. Huseman** 1971–
Serials/Documents and Systems Librarian
A.B., Susquehanna University; B.D., S.T.M.,
Lutheran Theological Seminary,
Philadelphia; M.S.L.S., Drexel University
- Anna Jane Moyer** 1961–
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University
- Frances H. Playfoot** 1972–
Assistant Readers' Services
Librarian/Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College
- Frank B. Williams** 1966–
Dean of Student Life and Educational Services
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania
- Ralph W. Arend, Jr.** 1975–
Associate Dean for Student Life
B.A., Denison University; M.A., Ph.D., Ohio
University
- David C. Halek** 1979–
Assistant Dean of Student Life
B.S., University of Rochester;
M.Ed., Ed.S., University of Florida
- H. Patricia Lord** 1979–
Assistant Dean of Student Life
B.A., M.Ed., St. Lawrence University
- Nancy C. Locher** 1968–
Associate Dean for Educational Services
B.A., Mary Baldwin College; M.A., University
of North Carolina
- Salvatore Ciolino** 1971–
Director of Financial Aid
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany
- Don A. Crewell** 1978–
Assistant Director of Financial Aid and
Coordinator of Minority Affairs
B.A., M.Ed., Lehigh University
- William H. Jones** 1964–
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin; Ed.D., Boston
University
- J. Michael McGrath** 1967–
Consulting Psychiatrist
B.S., University of Notre Dame; M.D., Temple
University School of Medicine
- Frances Parker** 1980–
Psychological Counselor
B.A., M.A., University of Kentucky
- Deanna Forney** 1978–
Director of Career Services
B.A., Gettysburg College; M.A., The
Pennsylvania State University
- Denise Dwight Gingrich** 1980–
Assistant Director of Career Services
B.A., Millersville State College;
M.S., Shippensburg State College
- Edward F. McManness** 1970–
Director of the College Union
B.S., M.S., East Texas State University; M.B.A.,
Mt. St. Mary's College
- Mary D. Gutting** 1979–
Assistant Director of the College Union
B.S., University of Northern Colorado; M.Ed.,
Colorado State University
- Clare N. Shumway** 1977–
Medical Director
M.D., University of Buffalo School of Medicine
- Douwe L. Radsma** 1961–
College Physician
M.D., University of Amsterdam
- Ruth Kane** 1964–
Head Nurse
R.N., Mercy Hospital; B.S., Duquesne
University
- Eugene M. Haas** 1954–
Director of Intercollegiate Athletics and
Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia
University
- John D'Ottavio** 1979–
Coach and Lecturer in Health and Physical
Education
B.S., East Stroudsburg State College
- Robert T. Hulton** 1957–
Coach and Associate Professor of Health and
Physical Education
B.A., Grove City College
- R. Eugene Hummel** 1957–
Coach and Associate Professor of Health and
Physical Education
B.A., Gettysburg College; M.A., Columbia
University
- George E. Kennedy, Jr.** 1980–
Swimming Coach and Bowling Supervisor
A.B., M.A.T., University of North Carolina



Robert E. Lehr 1980-
Head Basketball and Cross Country Coach
B.S., Lock Haven State College; M.Ed.,
University of Pittsburgh

William T. Miller 1977-
Coach and Instructor in Health and Physical
Education
B.S., M.Ed., Norwich University

Debra Novgrod 1979-
Coach and Lecturer in Health and Physical
Education
B.A., Montclair State College; M.Ed.,
Springfield College

Carolyn J. Schlie 1975-
Coach and Assistant Professor of Health
and Physical Education; Coordinator of
Women's Intercollegiate Athletics
B.S., Valparaiso University; M.S., Indiana
University

Barry H. Streeter 1975-
Coach and Assistant Professor of Health
and Physical Education
B.A., Lebanon Valley College; M.S.,
University of Delaware

Lawrence J. Zelenz 1980-
Head Soccer Coach and Track Coach
B.A., M.A.T., DePauw University

John Schlegel 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College

Gary L. Anderson 1973-
Bookstore Manager
B.A., University of Albuquerque; M.B.A.,
Mt. St. Mary's College

Robert A. Pickel 1974-
Assistant Bookstore Manager
B.A., Gettysburg College

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

John Coleman 1979-
Director of Physical Facilities

Nicolaas P. Schindeler 1968-
Superintendent of Engineering and
Construction
B.S. in Mechanical Engineering, Amsterdam
Technical College

Jack S. Krafft 1970-
Director of Safety and Security

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Bernadine Dorich 1979-
Director of Public Relations
A.B., West Liberty State College; M.A., Kent
State University

Paul D. Mangan 1976-
News Bureau Director
B.S., Mt. St. Mary's College

Robert D. Kenworthy 1965-
Sports Information Officer

Gary Lowe 1978-
Director of Development
B.S., Denison University; M.S., Miami
University

Marguerite Carroll 1977-
Assistant Director of Development
A.B., Duke University

Robert L. Setzer 1980-
Director of Planned Giving
B.A., Gettysburg College

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg
State College

THE FACULTY (1980-81 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A.,
Ph.D., Princeton University; D.Sc., University
of Richmond

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard
University



EMERITI

R. Henry Ackley 1953–1976

Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of
Music

Albert Bachman 1931–1963

Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation,
University of Zurich; Ph.D., Columbia
University

M. Esther Bloss 1953–1968

Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia
University

Harry F. Bolich 1947–1980

Professor of Speech, Emeritus
Sc.B., Sc.M., Bucknell University

Henry T. Bream 1926–1969

Professor of Health and Physical Education,
Emeritus
B.S., Gettysburg College; M.A., Columbia
University

Albert W. Butterfield 1958–1972

Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S.,
University of Michigan

Martin H. Cronlund 1957–1973

Dean, Emeritus
B.A., Gettysburg College; M.A., Temple
University

Helen H. Darrah 1961–1977

Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

William C. Darrah 1957–1974

Professor of Biology, Emeritus
B.S., University of Pittsburgh; L.H.D.,
Gettysburg College

Edith Fellenbaum 1963–1968

Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns
Hopkins University

John G. Glenn 1925–1966

Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D.,
Princeton University

Carl Arnold Hanson 1961–1977

President, Emeritus
B.A., University of Akron; Ph.D., Cornell
University; LL.D., University of Akron; L.H.D.,
Roanoke College; LL.D., Dickinson Law
School

William D. Harshorne, Jr. 1928–1959

Professor of Romance Languages, Emeritus
A.B., M.A., Haverford College; Diplôme de
Professeur de français à l'étranger, Université
de Toulouse

F. Stanley Hoffman 1956–1977

Treasurer, Emeritus
B.S., M.S., Gettysburg College

Chester E. Jarvis 1950–1980

Professor of Political Science, Emeritus
A.B., M.A., University of California, Berkeley;
Ph.D., University of Pennsylvania

W. Ramsay Jones 1956–1975

Dean, Emeritus
B.A., Gettysburg College

Norman E. Richardson 1945–1979

William Bittinger Professor of Philosophy,
Emeritus
A.B., Amherst College; B.D., Yale Divinity
School; Ph.D., Yale University

Katherine K. Taylor Rood 1947–1966

Professor of English, Emerita
B.A., University of Oregon

Calvin E. Schildknecht 1959–1979

Ockershausen Professor of Chemistry, Emeritus
B.S., Gettysburg College; Ph.D., The Johns
Hopkins University

Charles A. Sloat 1927–1968

Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University

Lillian H. Smoke 1959–1974

Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia
University

Parker B. Wagnild 1937–1976

Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran
Theological Seminary, Gettysburg; M.S.M.,
Union Theological Seminary; M.A., New York
University; Mus.D., Thiel College; D.D.,
Gettysburg College



Glenn S. Weiland 1949–1974

Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Conway S. Williams 1949–1980

Professor of Economics and Business
Administration, Emeritus
A.B., Columbia University; M.S., Columbia
University School of Business

Waldemar Zagars 1956–1974

Professor of Economics, Emeritus
Dr. oec., University of Riga

CURRENT FACULTY

Paul R. Baird 1951–

Associate Professor of Economics and
Business Administration
B.A., M.A., The Pennsylvania State University

Robert D. Barnes 1955–

Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke
University

Guillermo Barriga 1951–

Associate Professor of Romance Languages
B.S., Columbian Naval Academy; M.A.,
Middlebury College; Ph.D., University of
Madrid

Edward J. Baskerville 1956–

Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia
University

Neil W. Beach 1960–

Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

Ethel Beach-Viti 1978–

Assistant Professor of Romance Languages
B.A., University of Montevallo; M.A., Ph.D., Duke
University

F. Eugene Belt 1966–

Associate Professor of Music
A.B., Western Maryland College; M.A., New
York University

Gareth V. Biser 1959–

Associate Professor of Health and Physical
Education
B.S., Gettysburg College; M.S., Syracuse
University

Robert L. Bloom 1949–

Adeline Sager Professor of History
B.S., Shippensburg State College; M.A., Duke
University; Ph.D., Columbia University

A. Bruce Boenau 1957–

Professor of Political Science, Department
Chairman
A.B., Amherst College; A.M., Ph.D., Columbia
University

Donald M. Borock 1974–

Associate Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Lois J. Bowers 1969–

Assistant Professor of Health and Physical
Education
B.S., Temple University; M.Ed., Western
Maryland College

Bruce W. Bugbee 1958–

Associate Professor of History
A.B., College of William and Mary; A.M.,
Ph.D., University of Michigan

Ronald D. Burgess 1980–

Assistant Professor of Romance Languages
B.A., Washburn University of Topeka; M.A.,
Ph.D., University of Kansas

A. Ralph Cavaliere² 1966–

Professor of Biology, Department Chairman
B.S., M.S., Arizona State University; Ph.D.,
Duke University

Patrick J. Chase 1980–

Assistant Professor of Political Science
B.A., Loyola University of Los Angeles;
M. A., University of Southern California;
Ph.D., University of Maryland

John F. Clarke 1966–

Professor of English
B.A., Kenyon College; M.A., Stanford
University

Glendon F. Collier 1957–

Assistant Professor of German and Russian
B.A., Franklin and Marshall College; M.A.,
University of California, Berkeley

Chan L. Coulter 1958–

Professor of Philosophy, Department Chairman
B.A., University of Iowa; M.A., Ph.D., Harvard
University

David J. Cowan 1965–

Associate Professor of Physics
B.S., M.A., Ph.D., University of Texas

Basil L. Crapster 1949–

Professor of History, Department Chairman
A.B., Princeton University; A.M., Ph.D.,
Harvard University



David L. Crowner² 1967–
Associate Professor of German and Russian
B.A., Pacific Lutheran University; M.A., Ph.D.,
Rutgers - The State University of New Jersey

Paul R. D'Agostino 1969–
Professor of Psychology
B.S., Fordham University; M.A., Ph.D.,
University of Virginia

Theodore C. Daniels² 1954–
Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse
University

Joseph D. Donolli 1971–
Assistant Professor of Health and Physical
Education
B.S., University of Delaware; M.Ed., Temple
University

Harold A. Dunkelberger 1950–
Amanda Rupert Strong Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Columbia University; D.D., Susquehanna
University

Charles F. Emmons 1974–
Assistant Professor of Sociology and
Anthropology
B.A., Gannon College; M.A., Ph.D., University
of Illinois

Nader Entessar 1980–
Assistant Professor of Political Science
B.A., University of California, Los Angeles;
M.A., University of Missouri, St. Louis;
Ph.D., St. Louis University

Ann Harper Fender 1978–
Associate Professor of Economics and
Business Administration
A.B., Randolph Macon Woman's College;
Ph.D., The Johns Hopkins University

George H. Fick² 1967–
Associate Professor of History
A.B., Harvard University; M.A., University of
Minnesota; Ph.D., Harvard University

Kermit H. Finstad 1970–
Assistant Professor of Music
B.A., St. Olaf College; M.M., The Catholic
University of America

David E. Flesner 1971–
Associate Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D.,
University of Michigan

Norman O. Forness 1964–
Associate Professor of History
B.A., Pacific Lutheran University; M.A.,
Washington State University; Ph.D., The
Pennsylvania State University

Donald H. Fortnum 1965–
Professor of Chemistry
B.S., Carroll College (Wisconsin); Ph.D.,
Brown University

Lewis B. Frank 1957–
Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A., The
Johns Hopkins University

Robert S. Fredrickson 1969–
Associate Professor of English
B.A., DePauw University; M.A., University of
Minnesota; Ph.D., University of North Carolina

Edwin D. Freed 1948–51, 1953–
Professor of Religion, Department Chairman
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Harvard University

Robert H. Fryling² 1947–50, 1958–
Professor of Mathematics
B.A., Gettysburg College; M.S., Ph.D.,
University of Pittsburgh

CAPT Archibald Galloway 1978–
Assistant Professor of Military Science
A.B., College of William and Mary

Robert M. Gemmill 1958–
Associate Professor of Economics and
Business Administration
B.A., Gettysburg College; M.A., University of
Pennsylvania

Russell P. Getz 1976–
Associate Professor of Music
B.S., Lebanon Valley College; M.S., University
of Pennsylvania; Ed.D., The Pennsylvania
State University

Richard B. Geyer² 1954–
Graeff Professor of English, Department
Chairman
A.B., M.A., Miami University; Ph.D.,
Northwestern University

Charles H. Glatfelter 1949–
Professor of History
B.A., Gettysburg College; Ph.D., The Johns
Hopkins University



Gertrude G. Gobbel 1968-
Associate Professor of Psychology
B.S., The Pennsylvania State University; M.S.,
University of Illinois; Ph.D., Temple University

Derrick K. Gondwe 1977-
Assistant Professor of Economics and
Business Administration
B.A., Lake Forest College; M.A., University of
Wisconsin; Ph.D., University of Manitoba

Winston H. Griffith 1978-
Instructor in Economics and Business
Administration
B.Sc., University of the West Indies; M.A.,
Howard University

Joseph J. Grzybowski 1979-
Assistant Professor of Chemistry
B.S., King's College; Ph.D., Case Western
Reserve University

Louis J. Hammann¹ 1956-
Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity
School; M.A., The Pennsylvania State
University; Ph.D., Temple University

Colleen M. Hanlon 1980-
Instructor in Economics and Business
Administration
B.S., M.B.A., Shippensburg State College

J. Richard Haskins 1959-
Professor of Physics, Department Chairman
B.S., University of Texas; Ph.D., Ohio State
University

Susan J. Hathaway 1978-
Assistant Professor of Chemistry
B.A., M.A., State University of New York at
Potsdam; Ph.D., University of New Hampshire

CAPT Clement J. Heincer 1979-
Assistant Professor of Military Science
B.A., Temple University

C. Robert Held 1954-55, 1956-
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton
University

John T. Held 1960-
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia
University; M.S., University of Illinois

Caroline M. Hendrickson 1959-
Assistant Professor of Romance Languages
A.B., Wellesley College; M.A., Columbia
University

Thomas J. Hendrickson¹ 1960-
Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa
State University

Sherman S. Hendrix 1964-
Associate Professor of Biology
B.A., Gettysburg College; M.S., Florida State
University; Ph.D., University of Maryland

Janet S. Hertzbach 1978-
Assistant Professor of English
B.A., Gettysburg College; M.A., Ph.D., Indiana
University

Edmund R. Hill 1961-
Associate Professor of Economics and
Business Administration
B.Com., McGill University; M.A., Ph.D.,
University of Pittsburgh

Donald W. Hinrichs 1968-
Associate Professor of Sociology and
Anthropology, Department Chairman
B.A., Western Maryland College; M.A.,
University of Maryland; Ph.D., Ohio State
University

MAJ Barry W. Hitchcock 1980-
Assistant Professor of Military Science
B.A., B.S., University of Houston;
M.S., Florida Institute of Technology

Leonard I. Holder 1964-
Professor of Mathematics, Department Chairman
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University

Wade F. Hook 1967-
Professor of Sociology and Anthropology
A.B., Newberry College; B.D., Lutheran
Theological Southern Seminary; M.A.,
University of South Carolina; Ph.D., Duke
University

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B.A., University of Nevada, Las Vegas;
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CAPT Thomas B. Jackson 1980-
Assistant Professor of Military Science
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Christine M. Kalke 1980-
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Columbia University; Ph.D., Brown University



LTC Robert B. Karsteter 1978–
Professor of Military Science, Department
Chairman

B.A., M.S., Texas A & M University

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Associate Professor of Mathematics
B.S., Worcester State College; M.S., Rutgers
- The State University of New Jersey; Ph.D.,
University of Florida

Grace C. Kenney 1948–
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University

Celeste Kostopulos 1979–
Assistant Professor of Romance Languages
B.A., Simmons College; M.A., Ph.D.,
Brown University

Arthur L. Kurth 1962–
Professor of Romance Languages
B.A., Yale College; Ph.D., Yale University

L. Carl Leinbach 1967–
Associate Professor of Mathematics
B.A., Lafayette College; M.A., University of
Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970–
Associate Professor of Romance Languages
Ph.D., New York University

Ada G. Lewis 1977–
Instructor in Economics and Business
Administration
B.S., M.Ed., Indiana University of Pennsylvania

Ralph D. Lindeman 1952–
Professor of English
B.A., University of Pittsburgh; M.A., Columbia
University; Ph.D., University of Pittsburgh

Jack S. Locher³ 1957–
Associate Professor of English
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of Pennsylvania

Rowland E. Logan 1958–
Assistant Professor of Biology
A.B., University of California, Los Angeles;
M.S., Ph.D., Northwestern University

John H. Loose 1959–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; M.A.,
Ph.D., University of Chicago

Franklin O. Loveland 1972–
Assistant Professor of Sociology and
Anthropology
A.B., Dartmouth College; M.A., Lehigh
University; M.A., Ph.D., Duke University

Richard T. Mara 1953–
Sahm Professor of Physics
B.A., Gettysburg College; M.S., Ph.D.,
University of Michigan

Laurence A. Marschall 1971–
Associate Professor of Physics
B.S., Cornell University; Ph.D., University of
Chicago

Michael Matsinko 1976–
Assistant Professor of Music
B.S., M.M., West Chester State College

Nicholas A. Mauro 1980–
Assistant Professor of Biology
B.S., Mt. St. Mary's College; M.S.,
University of Notre Dame; Ph.D., College
of William and Mary

Arthur McCardle 1969–
Assistant Professor of German and Russian
B.A., M.A., Ph.D., Columbia University

Trevor L. McClymont 1980–
Instructor in Economics and Business
Administration
B.A., M.B.A., Andrews University

John K. McComb 1971–
Associate Professor of English
B.A., M.A., Southern Methodist University;
M.A., Ph.D., The Johns Hopkins University

Fredric Michelman 1973–
Assistant Professor of Romance Languages
B.S. Ec., University of Pennsylvania; M.A.,
Middlebury College; Ph.D., University of
California, Los Angeles

Jan E. Mikesell 1973–
Assistant Professor of Biology
B.S., M.S., Western Illinois University, Ph.D.,
Ohio State University

Carey A. Moore 1955–56, 1959–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D., The
Johns Hopkins University

M. Scott Moorhead 1955–
Associate Professor of Mathematics
B.S., M.A., Washington and Jefferson College;
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- * **Kenneth F. Mott** 1966–
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A.,
Lehigh University; Ph.D., Brown University
- Samuel A. Mudd** 1958–64, 1965–
Professor of Psychology, Department
Chairman
B.A., Gettysburg College; M.S., Ph.D., Purdue
University
- James P. Myers, Jr.** 1968–
Associate Professor of English
B.S., LeMoyne College; M.A., University of
Arizona; Ph.D., University of Massachusetts
- Katsuyuki Niiro** 1972–
Assistant Professor of Economics and
Business Administration
B.A., M.A., University of Hawaii, M.A., Ph.D.,
University of Pittsburgh
- Norman K. Nunamaker²** 1963–
Associate Professor of Music
A.B., Bowling Green State University;
M.M., Ph.D., Indiana University
- Joseph P. Nyitray** 1974–
Associate Professor of Political Science
A.B., Cornell University; M.A., Ph.D., Ohio
State University
- Paula Olinger-Rubira** 1979–
Instructor in Romance Languages
B.A., University of Wisconsin;
M.A., Brandeis University
- CAPT Bruce Olson** 1978–
Assistant Professor of Military Science
B.S., U.S. Military Academy
- Bruce L. Packard** 1971–
Associate Professor of Education
B.A., Gettysburg College;
Ed.M., Ed.D., Temple University
- William E. Parker** 1967–
Associate Professor of Chemistry
B.A., Haverford College; M.S., Ph.D.,
University of North Carolina
- Alan Paulson** 1978–
Assistant Professor of Art
B.F.A., Philadelphia College of Art;
M.F.A., University of Pennsylvania
- Ruth E. Pavlantis** 1963–
Pearson Professor of Classics, Department
Chairman
B.A., College of Wooster;
M.A., Ph.D., University of Cincinnati
- George M. Pellak** 1980–
Instructor in Economics and Business
Administration
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- James D. Pickering** 1954–
Professor of English, Chairman of Interdepart-
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A.B., A.M., Wesleyan University; Ph.D.,
Columbia University
- Thane S. Pittman** 1972–
Associate Professor of Psychology
B.A., Kent State University;
M.A., Ph.D., University of Iowa
- Charles E. Platt** 1957–
Professor of Psychology
A.B., Wittenberg University;
M.A., Ph.D., Ohio State University
- Lisa Portmess** 1979–
Assistant Professor of Philosophy
B.A., Gettysburg College;
M.A., Ph.D., Queen's University
- William D. Powers** 1977–
Instructor in Music
B.S., Gettysburg College;
M.Ed., The Pennsylvania State University
- Ingolf Qually** 1956–
Professor of Art, Department Chairman
B.A., St. Olaf College;
B.F.A., M.F.A., Yale University
- William F. Railing** 1964–
Professor of Economics and Business
Administration, Department Chairman
B.S., United States Merchant Marine Academy;
B.A., The Johns Hopkins University;
Ph.D., Cornell University
- Ray R. Reider²** 1962–
Assistant Professor of Health and Physical
Education
B.A., Gettysburg College;
M.Ed., The Pennsylvania State University
- Michael L. Ritterson** 1968–
Assistant Professor of German and Russian
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Ph.D., Harvard University
- Russell S. Rosenberger** 1956–
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B.S., Geneva College;
M.Litt., Ed.D., University of Pittsburgh



Alex T. Rowland² 1958–
Professor of Chemistry, Department Chairman
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Ph.D., Brown University

Emile O. Schmidt 1962–
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A.B., Ursinus College;
M.A., Columbia University

Henry Schneider, III 1964–
Franklin Professor of German, Department
Chairman
A.B., M.A., Ph.D., Princeton University

Allen C. Schroeder 1967–
Associate Professor of Biology
B.A., Loyola College;
M.S., Ph.D., The Catholic University of America

W. Richard Schubart 1950–
Associate Professor of Philosophy
A.B., Dartmouth College;
A.M., Columbia University

Walter J. Scott 1959–
Associate Professor of Physics
B.A., Swarthmore College;
M.S., Lehigh University

Jack Douglas Shand 1954–
Associate Professor of Psychology
B.A., Amherst College;
M.A., Harvard University;
Ph.D., University of Chicago

Howard G. Shoemaker 1957–
Associate Professor of Health and Physical
Education
B.A., Gettysburg College;
M.A., Columbia University

Lee M. Siegel 1978–
Instructor in Economics and Business
Administration
B.A., Queens College of The City University of
New York; M.A., State University
of New York at Buffalo

James F. Slaybaugh 1964–
Associate Professor of Education
A.B., Roanoke College;
M.Ed., The Pennsylvania State University

Carol D. Small 1969–
Instructor in Art
B.A., Jackson College of Tufts University;
M.A., The Johns Hopkins University

Jeffery Sobal 1977–
Assistant Professor of Sociology and
Anthropology
B.A., Bucknell University;
M.A., Ph.D., University of Pennsylvania

Ralph A. Sorensen 1977–
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B.A., University of California, Riverside;
Ph.D., Yale University

John R. Stemen 1961–
Associate Professor of History
B.A., Yale University;
M.A., Ph.D., Indiana University

Mary Margaret Stewart 1959–
Professor of English
A.B., Monmouth College (Illinois);
Ph.D., Indiana University

Amie Godman Tannenbaum 1968–
Assistant Professor of Romance Languages
A.B., Hood College;
M.A., The George Washington University;
Ph.D., University of Maryland

Donald G. Tannenbaum 1966–
Associate Professor of Political Science
B.B.A., M.A., City College of the City
University of New York;
Ph.D., New York University

Robert H. Trone² 1956–
Associate Professor of Religion
B.A., Gettysburg College;
B.D., Yale Divinity School;
M.A., Ph.D., The Catholic University of America

Robert M. Viti 1971–
Assistant Professor of Romance Languages
Department Chairman
B.A., St. Peter's College;
M.A., Ph.D., Duke University

Elizabeth Wallace 1980–
Assistant Professor of English
B.A., Duke University;
Ph.D., University of Kent at Canterbury

Janis H. Weaner 1957–
Assistant Professor of Romance Languages
B.A., Mary Washington College of the
University of Virginia;
M.A., New York University



Dexter N. Weikel¹ 1962–
Professor of Music, Department Chairman
B.S., Susquehanna University;
M.A., The Pennsylvania State University;
D.M.A., Peabody Conservatory of The Johns
Hopkins University

Richard T. Wescott 1966–
Associate Professor of Health and Physical
Education, Department Chairman
A.B., Colby College;
M.Ed., Boston University;
P.E.D., Indiana University

Thomas White 1979–
Assistant Professor of Psychology
B.A., Lake Forest College;
Ph.D., State University of New York
at Stony Brook

John R. Winkelmann 1963–
Associate Professor of Biology
B.A., University of Illinois; M.A., Ph.D.,
University of Michigan

Robert F. Zellner 1968–
Associate Professor of Music
B.S., West Chester State College;
M.A., Lehigh University

OTHER INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL (1980–81 Academic Year)

Mary T. Baskerville
Adjunct Assistant Professor of Interdepartmental
Studies
B.A., Hunter College; M.A.,
Ph.D., Columbia University

SFC John Callahan
Assistant Instructor in Military Science
MSG Guadalupe Cantu
Assistant Instructor in Military Science

Allan C. Carlson
Lecturer in History
A.B., Augustana College (Illinois)
Ph.D., Ohio University

Shirlee S. Cavaliere
Assistant in Economics
B.A., Butler University;
M.S., Arizona State University

Bradley DeHoff
Assistant Instructor in Chemistry
B.A., Gettysburg College

Mary L. DeNys
Adjunct Instructor in English
B.A., M.A., Loyola University, Chicago;
Ph.D., The George Washington University

Thomas Deveny
Adjunct Assistant Professor of
Romance Languages
B.A., State University of New York;
M.A., University of Florida;
Ph.D., University of North Carolina

José A. Diáz
Adjunct Assistant Professor of Romance
Languages
B.A., University of Puerto Rico;
M.F.A., Yale University;
Ph.D., Columbia University

William Doherty
Adjunct Assistant Professor of Economics and
Business Administration
B.S.B.A., Bryant College;
M.B.A., Suffolk University

¹Sabbatical leave, Fall and January Terms, 1981–82

²Sabbatical leave, January and Spring Terms, 1981–82

³Sabbatical leave, Academic Year, 1981–82

**Richard Dracha**

Adjunct Instructor in Sociology and Anthropology

B.A., Gettysburg College;
M.S.W., University of West Virginia

Helen Sheimo Flynn

Adjunct Instructor in English
B.A., South Dakota State University

SGM Clifford Fuller

Assistant Instructor in Military Science

Janet P. Gemmill

Adjunct Assistant Professor of Interdepartmental Studies

B.A., Bucknell University;
M.A., University of Michigan;
M.A., Ph.D., University of Wisconsin

Jacqueline F. Hand

Adjunct Instructor in Health and Physical Education—Dance

B.F.A., Ohio State University;
M.A., University of Oregon

Jean A. Hartzell

Adjunct Instructor in English
B.A., Gettysburg College;
M.A., Shippensburg State College

SSG Daniel L. Hemmerly

Assistant Instructor in Military Science

Barbara J. Henderson

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B.A., University of Colorado;
M.A., Indiana University

Martha Hinrichs

Assistant in Biology
A.B., Western Maryland College

A. Patricia Hogan

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B.A., Emmanuel College;
M.A., Ph.D., University of Wisconsin

Jean S. Holder

Adjunct Instructor in History
B.S., West Texas State University;
M.A., The American University

Melverda Hook

Adjunct Assistant Professor of Music
B.S., Winthrop College;
M.M., Peabody Conservatory of Music

Lillian Jackson

Assistant Instructor in Chemistry
B.A., Wheaton College (Massachusetts);
M.A., Bryn Mawr College

Dorothy C. Jarvinen

Adjunct Instructor in Music
Artist's Diploma, Institute of Musical Arts

William Jones

Lecturer in Interdepartmental Studies
B.A., Eastern Nazarene College;
M.A., University of Wisconsin;
Ed.D., Boston University

Richard A. Katzman

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B.S., The Pennsylvania State University;
M.B.A., New York University

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B.M., Auburn University;
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Lani Lindeman

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James E. Lunday

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B.A., University of Central Florida

Larry Musselman

Adjunct Instructor in Economics and Business Administration
B.S., Shippensburg State College

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Adjunct Assistant Professor and Director of the Women's Chorus
B.S., M.M., Westchester State College

John Mellerski

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B.A., State University College at Buffalo;
M.A., State University of New York at Binghamton

Paul Mills

Assistant Football Coach
A.A., Grand Rapids Junior College

**Mark Nesbitt**

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B.A., Baldwin-Wallace College

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B.A., DePauw University;
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B.A., Gettysburg College

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Ph.B., Marquette University;
M.A., The American University;
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Leigh Ann Powers

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Phyllis Price

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SFC John Schneider

Assistant Instructor in Military Science

Judy Schwartz

Adjunct Instructor in English
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M.A., Cornell University

Nancy Scott

College Archivist
B.A., M.L.S., University of Pittsburgh

Robert Selby

Assistant Football Coach
B.A., University of South Carolina

Paul J. Seybold

Assistant Coach, Basketball
B.A., Rutgers—The State University of
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M.S., Shippensburg State College

Nancy A. Slaybaugh

Adjunct Instructor in Education
B.S., Shippensburg State College

James Thurmond

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B.A., The American University;
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Mus.D., Washington College of Music

Tim Weinfeld

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B.A., Notre Dame College of Staten Island;
M.S., University of Michigan

James F. Wright

Assistant Coach, Cross Country
B.A., Gettysburg College;
M.Ed., University of Maryland

Joseph Yeck

Assistant Coach, Basketball
B.A., Temple University;
M.A., University of Maryland



1981-82 CALENDAR

FALL TERM

September 2-5, Wednesday-Saturday
 September 6, Sunday (Evening)
 September 7, Monday at 8:00 a.m.
 September 26, Saturday
 October 10-12, Saturday-Monday
 October 19, Monday at 8:00 a.m.
 October 22, Thursday
 October 23, Friday
 October 23-25, Friday-Sunday
 November 19, Thursday

November 24, Tuesday at 4:00 p.m.
 November 30, Monday at 8:00 a.m.
 December 10, Thursday
 December 12-18, Saturday-Friday

Orientation and Registration
 Opening Convocation
 Classes begin
 Alumni Homecoming
 Long Weekend (no classes Monday)
 Classes resume
 Mid-term reports
 Fall Honors Day
 Fall Parents Weekend
 Fall Convocation
 (11:00 classes cancelled)
 Thanksgiving recess begins
 Thanksgiving recess ends
 Last day of classes
 Final examinations

JANUARY TERM

January 4, Monday at 8:00 a.m.
 January 29, Friday at 5:00 p.m.

January Term begins
 January Term ends

SPRING TERM

February 8, Monday
 February 9, Tuesday at 8:00 a.m.
 March 19, Friday at 4:00 p.m.
 March 29, Monday at 8:00 a.m.
 March 31, Wednesday
 April 7, Wednesday

April 8, Thursday at 4:00 p.m.
 April 13, Tuesday at 8:00 a.m.
 April 24, Saturday
 April 30, Friday at 11:00 a.m.

April 30-May 2, Friday-Sunday
 May 21, Friday
 May 22, Saturday
 May 24-29, Monday-Saturday
 June 4-5, Friday-Saturday
 June 6, Sunday

Registration
 Classes begin
 Spring recess begins
 Spring recess ends
 Mid-term reports
 Charter Day (10:00-12:00
 classes cancelled)
 Easter recess begins
 Easter recess ends
 Get Acquainted Day
 Spring Honors Day Convoca-
 tion (11:00 classes cancelled)
 Spring Parents Weekend
 Last day of classes
 Pre-Registration
 Final examinations
 Alumni Weekend
 Baccalaureate
 Commencement

Oct. 13



STATISTICAL SUMMARY

Students in College

1980 Full-Time Enrollment

Fall Term

	M	W	Total
Senior.....	215	226	441
Junior.....	227	211	438
Sophomore....	251	266	517
Freshman.....	270	271	541
	963	974	1937

Geographic Distribution Full-Time Students

1980 Fall Term

	Number of Students	Percent
Pennsylvania	630	32.5
New Jersey	565	29.2
New York	229	11.8
Maryland	176	9.1
Connecticut	159	8.2
Massachusetts	41	2.1
Virginia	27	1.4
Delaware	22	1.1
Other States and Foreign Countries	88	4.5
	1937	100%

STUDENT RETENTION

Of the students who entered Gettysburg as freshmen in September 1976, 71.5% were graduated by August, 1980, 1.8% who had not met the graduation requirements continued at Gettysburg, 5.6% were required to withdraw from Gettysburg for academic reasons.

ENDOWMENT FUNDS

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Alumni Memorial Endowment Fund

E. W. Baker Estate

Frank D. Baker

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell Estate

Class of 1919 Fund

Class of 1927 Fund

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson

Charles W. Diehl, Jr. '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Ford Foundation

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.

The Gettysburg Times

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Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

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Frank H. Kramer, '14 and Mrs. Kramer

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Ralph McCreary Estate

James MacFarlane Fund, Class of 1837

Dana and Elizabeth Manners Memorial



G. Bowers Mansdorfer, M.D., '26
J. Clyde Markel, '00, and Caroline O. Markel
Robert T. Marks
Fred G. Masters, '04
A. L. Mathias, '26
John H. Mickley, '28
 A gift for endowment in memory of his brother
William Blocher Mickley
Alice Miller
William J. Miller, Jr., '00
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Sarah Ellen Sanders
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 A bequest to Gettysburg College in support of the
 educational program.
Herbert Shimer, '96
Robert O. Sinclair
Albert T. Smith Memorial Fund
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 Contributed by Mrs. Emma Hancock Smith as a
 memorial to her son James Milton Smith
Anna K. and Harry L. Snyder
Mary Heilman Spangler
Charles M. A. Stine, '01
Harvey W. Strayer, '10
Veronica K. Tollner Estate
Vera and Paul Wagner Fund
Walter G. Warner Memorial Fund (by Bergliot J.
Warner)
Leona S. & L. Ray Weaver Memorial Fund
Richard C. Wetzel

Jack Lyter Williams Memorial Fund

Contributed by Mrs. Ernest D. Williams as a memorial to her son Jack L. Williams, Class of 1951.

Jeremiah A. & Annie C. Winter Memorial Fund

Alice D. Wrather

Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889–1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A fund to support the needs of the library.

Mr. & Mrs. Thomas Citron A fund established by Mr. & Mrs. Thomas Citron '47 to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

Daughters of Union Veterans Scholarship Fund

A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.



Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President Emeritus C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

The Harry D. Holloway Memorial Fund A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by The Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairman of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoever Alcove Fund A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

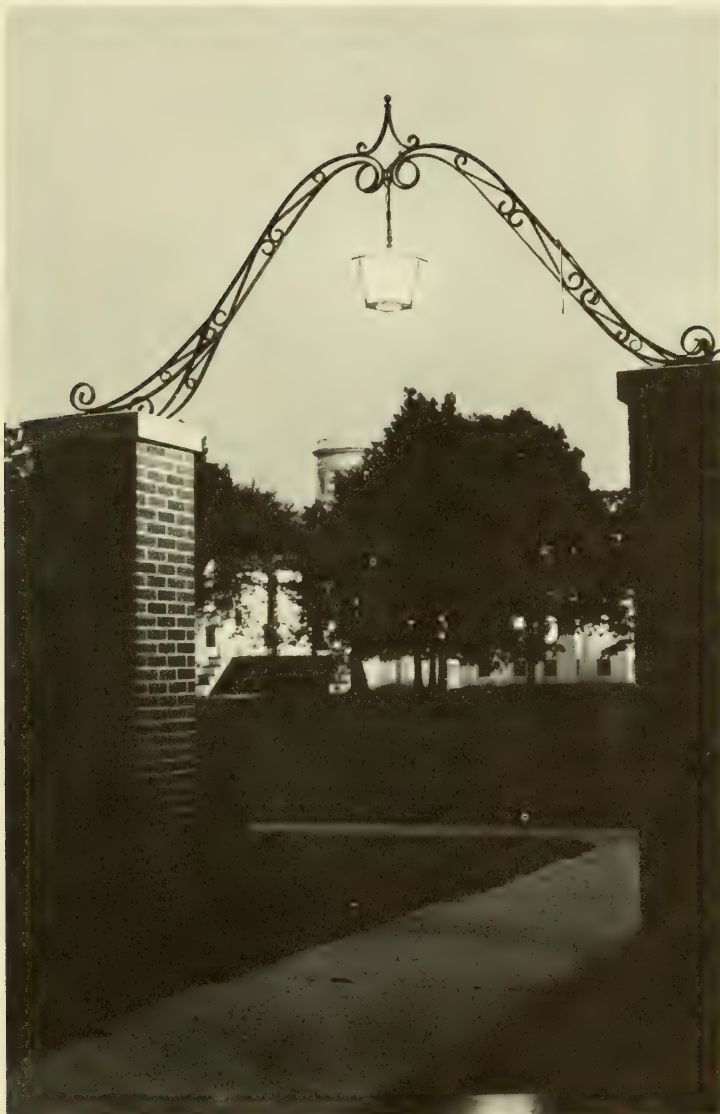
Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

GETTYSBURG

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